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ABSTRACT

This report describes a survey to quantify performance measures related to the national goals and objectives of Technical and Further Education, particularly those related to student satisfaction with course content, delivery, support services, financial support, and outcomes of training. This first national survey of vocational education graduates was mailed to 61,120 graduates in all states and territories of Australia at the end of April 1993; 25,330 responses were returned and analyzed. Respondents were predominantly 1992 graduates. The 16-page narrative portion of the report is followed by two chapters that provide the findings of the survey expressed in terms of the National Vocational Education and Training System national goals, objectives, and performance measures. These goals are included: improve the quality of outcomes of vocational education and training; opportunities and outcomes for individuals; the needs of industry; and equity. Chapter 4 contains the national findings. Chapter 5 presents findings for each state and territory. Appendix 1 contains the summary of results from the survey. Results are indicated on the survey form and are provided as the percentage of the total respondents. Findings indicated 86.5 percent of respondents were generally satisfied with the course; only 2 percent indicated dissatisfaction; 67.1 percent indicated they had paid work; and 29.8 percent indicated no paid work at that time. (YLB)

ED 364 761

1993 National client follow-up survey of vocational education graduates

Susan Dawe

A statistical report on performances measures

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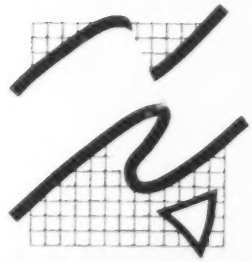

NATMISS

CE 065335

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A preliminary report of the pilot 1993 National client follow-up survey of vocational education graduates

Susan Dawe

A statistical report on performance measures

September 1993

Adelaide

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These appendices include:

2. Technical notes

3. On diskette A, analysis of all questions by:

   Field of study, award category, sex, Aboriginal and Torres Strait Islander descent, English not first language, physical disability, learning disability, sole supporting parent, age, paid and unpaid during the course

4. On diskette B, State and Territory performance measures

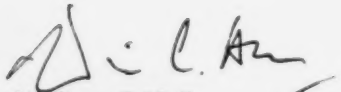
Foreword

This report is the first outcome of an extensive survey of those completing vocational education programmes in the early 1990s. The survey has been funded through the NATMISS project of the national Committee on TAFE and Training Statistics (COTTS) whose chairman is Norman Fisher. It is expected to be the first of a series of surveys which will monitor the performance of the vocational education sector in terms of agreed objectives.

While the development and conduct of the survey have been co-ordinated from the Statistics Division of the NCVER, the conduct of the survey has from the beginning been a collaborative one. The State and Territory authorities, acting both through COTTS and on their own behalf, together with a number of other groups offering vocational programs, have worked together to lay the foundation for a long-term project which should have a major impact on planning for vocational education and training. In association with other projects planned by COTTS, this study will ensure that the vocational education sector will have a broad picture of the impact of its efforts on its students and on the community.

The study is one which will yield far more information than is included in this first report. Other investigators will be able to probe the data in different ways, focussing on local issues or on more detailed analysis.

NCVER is pleased to have been associated with the project to date, and congratulates all of those who have contributed to making it a success, but especially the project co-ordinator, Susan Dawe, whose skills and commitment to the research have led to such an excellent outcome.



William C Hall
Executive Director, NCVER

Acknowledgements

The project officer would like to acknowledge the assistance received from the members of the VEETAC Committee on TAFE and Training Statistics (COTTS) reference group which provided the guidance for the project and, in particular, the project manager, John Foyster. The additional TAFE national project National Management Information Statistical System (NATMISS) funds were appreciated, as these enabled the maximum participation of all States and Territories in this large pilot national survey.

All State and Territory TAFE systems participated in the development of the survey and I would like to thank all the contacts for their assistance, particularly with the draft questionnaires.

In addition I would like to thank the many people who contributed through their responses to the national consultation in November 1992; in particular the adult and community education centres, private providers and independent colleges who agreed to participate in the pilot survey.

COTTS reference group

Geoff Hargreaves, Chair, NATMISS
Peter Mitchell. Executive Officer, NATMISS, CIT
John Whitely, Assistant Director, Education and Training, ABS
Ben Ryland, TAFE Analysis and Administration, DEET
John Foyster, Manager, Statistics Division, NCVER Ltd.
Jessie Borthwick (joined the reference group in July 1993), ANTA

State and Territory consultation group

Initial TAFE system contacts in 1992 included:

Mary Radnidge, Planning and Information Services Unit, TAFE-TEQ, Brisbane
Margaret Campbell, Corporate Planning Unit, NSW TAFE Commission, Sydney
Elizabeth Owen, Policy Development and Liaison, Canberra Institute of Technology
Vic Czernezkyj, Tertiary Policy and Planning Branch, NT Education Department, Darwin
John Glowik, Statistics Services, SA DETAFE, Adelaide
Dirk Wierenga, Training Division, DEIRT, Hobart
David Lloyd, Strategic Planning and Information Bureau, DEVET, East Perth
Peter Monie, Research and Evaluation Branch, OTFE, Melbourne

In some cases these contacts referred the project officer to other staff with experience in student surveys, e.g. Gillian Yates and Yadav Dhungel in NSW TAFE, Yvonne Polski in DEVET, Della Thomas in CIT and Keith Seidel in SA DETAFE.

Staffing changes meant changes in the project contacts for the eight TAFE systems.

TAFE system contacts in 1993 included:

Corinne Fletcher, Corporate Planning Unit, NSW TAFE Commission
Lynne Walsh, Strategic Planning and Information Bureau, DEVET
Ian Weeks, Jill Greenhill and Kerry Kropp, Planning and Information Unit,TAFE-TEQ
Graham Lee, Tertiary Policy and Planning Branch, NT Education Department
Bill Abraham, Statistics Services, SA DETAFE

Susan Dawe
Project Officer
NCVER

Executive summary

As part of its development of data on TAFE educational outcomes, the VEETAC Committee on TAFE and Training Statistics (COTTS) agreed at its June 1992 meeting to initiate a regular annual survey of client satisfaction, with the first survey being undertaken in 1993 for students exiting TAFE at the end of 1992.

The project engaged the NCVER's project officer, Susan Dawe, to develop and co-ordinate the implementation of a pilot national student satisfaction survey. All TAFE systems participated in the development and implementation of the survey.

The main aim of the survey was to quantify performance measures related to the national goals and objectives of TAFE, particularly those related to student satisfaction with course content, delivery, support services, financial support and outcomes of training.

The project surveyed three groups:

- 1992 graduates or course completers;
- students who withdrew or did not complete the course in 1992;
- students completing non-TAFE short courses in 1993.

This report deals with the first group only. The statistical findings are expressed in terms of the National Vocational Education and Training System, national goals, objectives and performance measures.

This first national survey of vocational education graduates was posted to 61 120 graduates (1.4% from other than major TAFE providers) in all States and Territories of Australia at the end of April 1993. This report contains the analysis of 25 330 responses to the 1993 National Client Follow-up Survey. As the student addresses used were often out of date the raw response rate of 41% underestimates the enthusiastic response of the recent vocational education graduates to the survey.

The respondents were predominantly 1992 graduates (76.5%) but also included approximately 8% who had not yet completed their course and at least 10% (mostly from Western Australia) who completed their course before 1992.

86.5% of respondents were generally satisfied with the course and only 2.0% indicated dissatisfaction.

67.1% of respondents indicated that they had paid work on 30 April 1993 while 29.8% indicated no paid work at that time. This compares to 54.0% of respondents who indicated that they had regular paid work during the course.

This survey is intended as the first of a series to monitor client satisfaction with vocational education.

List of abbreviations used in the text

ABS	Australian Bureau of Statistics
ACE	Adult and Community Education
ACFEB	Adult, Community and Further Education Board (Victoria)
ACPET	Australian Council for Private Education and Training
ANTA	Australian National Training Authority
ASCO	Australian Standard Classification of Occupations
ASIC	Australian Standard Industrial Classification
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
CBT	Competency based training
CIT	Canberra Institute of Technology, formerly ACT Institute of TAFE
COTTS	VEETAC Committee on TAFE and Training Statistics
DEET	Department Employment, Education and Training (Commonwealth)
DEVET	Department of Employment, Vocational Education and Training (Western Australia)
DEIRT	Department Employment, Industrial Relations and Training (Tasmania)
NATMISS	National Management Information Statistical System
NCVER	National Centre for Vocational Education Research Ltd.
NSW TAFE	New South Wales TAFE Commission
OMR	Optical mark reader
OTFE	Office of Training and Further Education (Victoria), formerly Office of State Training Board.
SA DETAFE	Department of Employment and Technical and Further Education (South Australia), now DEET (SA)
TAFE	Technical and Further Education
TAFE-TEQ	Technical and Further Education (Queensland)
VEETAC	Vocational Education, Employment and Training Advisory Committee

1 Introduction

Background

As part of its development of data on TAFE educational outcomes, the VEETAC Committee on TAFE and Training Statistics (COTTS) agreed at its June 1992 meeting to initiate a regular annual survey of client satisfaction, with the first survey being undertaken in 1993 for students exiting TAFE at the end of 1992. It was also planned to develop the methodology for gauging employer satisfaction later in 1993.

The project funded by the TAFE national project NATMISS involved the NCVER through the manager, Statistics Division, who employed the project officer, Susan Dawe, to develop and co-ordinate the implementation of a pilot national student satisfaction survey. The information gathered will be of benefit to TAFE systems and, progressively, to individual colleges, as well as at the national level. All TAFE authorities participated in the development and administration of the survey.

Objectives

The objectives of this project were to facilitate the use of agreed performance indicators in TAFE as adjuncts to management by:

- Reviewing existing student survey content and practices in Australia.
- Identifying appropriate performance indicators and interpreting those which need to be included in a national student satisfaction survey by negotiation with the TAFE systems.
- Identifying the processes of survey implementation which are acceptable to the TAFE systems and colleges and which will produce valid, reliable, and useful data on a national basis and be useful at TAFE system and college level.
- Producing a student satisfaction survey instrument with a national core and provision and processes for including negotiated additional questions for local content, if required.
- Monitoring and reporting on the implementation of the administration of the pilot national student satisfaction survey and the collection, coding, and analysis of data.

- Estimating the costs of student satisfaction surveys using the methodology developed.

Main aim

The main aim of the survey was to measure the performance indicators, particularly those related to student satisfaction with course content, delivery, support services and outcomes of training. These performance indicators included:

- high quality curriculum and training materials;
- teacher performance;
- recognition of prior education, training, and experience (skill recognition, competency based training (CBT), credit granted and articulation provisions);
- outcomes of training (employment destinations of exit students);
- relevance of training (to employment and industry needs);
- outcomes of training (destinations of disadvantaged and specifically-targeted students);
- student support services (and advisory services for course and career information);
- student financial support (availability and level of income support and fee relief);
- teacher effectiveness (perception of teacher and trainer knowledge and skills).

In addition, supplementary information could usefully be gathered for:

- pathways to and through vocational education and training;
- implementation of CBT;
- effect of flexible and self-paced learning strategies in vocational education and training;
- provision of accredited courses by non-government providers;
- profiles of completing students and trainees, unmet demand, and informed choice.

Consultation

Initial consultation was conducted in September 1992 with each State and Territory TAFE system and with adult and community education (ACE) representatives as well as independent colleges. In November 1992 a draft questionnaire was circulated to a wider group including national employer organisations, the Australian TAFE Teachers Union and VEETAC committees. In addition in November 1992 trials of the draft questionnaire were conducted in classes in TAFE colleges and in ACE centres.

The State and Territory TAFE system contacts met on 27 January 1993 to finalise the questionnnaire and procedures. A meeting with the participating Victorian providers followed on 19 February.

Determining the sample

The target population, and hence a sample, for the graduate survey was difficult to determine because of the differing characteristics of the eight State and Territory TAFE systems. The NATMISS project is developing common definitions to be used in a national management information system but at present the systems have been set up independently. Determining who had completed a course in 1992 involved input from *individual providers* for Queensland, South Australia, Victoria, Tasmania, Australian Capital Territory and Northern Territory. New South Wales had a central information system with a completion indicator. Western Australia had a centralised system but completion was not added until after the last graduation ceremony in June.

Procedures

Draft procedures, including options, were prepared and circulated in December 1992. The NATMISS project funded the printing, coding, data entry and analysis in 1993 and these processes were managed centrally by the NCVER project officer.

Similarly it was realised that the quantity would allow considerable economy of resources, time and savings in postage, if mailing the survey and letters were arranged as a national contract. Collation of the letters and surveys and collection of completed questionnaires were major administrative tasks for TAFE systems or providers.

The Northern Territory Education Department, one Victorian college of TAFE and several independent colleges mailed the surveys to their own graduates. Apart from these (2550) all other surveys were mailed at the end of April from Adelaide in a national contract. Reply-paid envelopes addressed to NCVER were supplied for the return of all completed questionnaires.

Questionnaire

The questionnaire was printed on A3 size paper and folded (see Appendix 1). To be read by the optical mark reader (OMR) for direct data entry, the pages were separated at the fold. In addition a separate OMR coding sheet was required to accommodate the coded responses and alpha-numeric course codes used in some States or Territories.

2 Conduct of the survey

Methodology

Distribution

The questionnaire was posted to graduates at the end of April 1993. A copy of the questionnaire is included in Appendix 1.

The central mailing was conducted from Adelaide from datafiles supplied by five States, Australian Capital Territory and 19 Victorian providers. The Northern Territory Education Department, one Victorian college of TAFE and several independent colleges mailed the surveys to their own graduates (2550).

The mailing included a personalised letter from executive officer of the particular TAFE system or director of the college, and an open letter from the NCVER containing detailed instructions plus the offer of a copy of the results of the survey (if a stamped self-addressed was returned). Each questionnaire had the particular course code, provider code and State laser printed into question 1.

A reply-paid envelope addressed to NCVER was provided for the return of all completed questionnaires.

Two weeks after mailing the questionnaire a reminder/thankyou letter was sent. For those in the central mailing this letter was personalised but signed by the NCVER project officer.

Checking, coding and data entry

At the NCVER the completed questionnaires were checked and a number of codes assigned, for example Australian Standard Classification of Occupations (ASCO), Australian Standard Industrial Classification (ASIC), Country of Birth as well as Further Study courses and Institutions. The data was entered using an optical mark reader. In addition data from 700 late arrivals were manually key punched into the database.

Data analysis

At the NCVER data was analysed using SPSS® for Windows™ Release 5. The national report and diskette have been sent to individual TAFE systems and will be sent to other participating providers. Raw numerical data have been returned to the individual TAFE systems for further analysis and are available to other participating providers. Analysed data can also be provided to participating providers.

Responses to national client follow-up survey

In total **61 120** *National client follow-up survey* questionnaires were mailed to graduates and the **25 330** completed questionnaires, which were received by 31 July, were used in the analysis. As shown in Tables 2.1 and 2.2 this represents a minimum response rate of 41% or 43% when adjusted for those questionnaires which were returned to sender undelivered. It should be noted that undelivered reminder letters were not recorded by NCVER. Reception of questionnaires and letters undelivered were recorded only to 4 June by the Northern Territory and two providers responsible for mailing to their own graduates in Victoria and Tasmania. Hence the number of questionnaires actually undelivered is thought to be much higher than the figures shown in Table 2.1. In general overseas students were removed from the files by the TAFE systems before sending to NCVER for mailing. However, as a trial, 83 were sent to the overseas addresses available.

In addition questionnaires, both completed and undelivered, are continuing to arrive at NCVER and it is expected that they will for some months yet. In the normal population some 10% are expected to have left their address and, as this is a student population where some of the addresses may be over two years out of date, the percentage of the total number of questionnaires which could not be delivered, is estimated to be between 10 and 20%. Thus the estimated response rate represents *close to 50%* of those questionnaires delivered as shown in Table 2.2.

Table 2.1

STATE and TERRITORY GRADUATE SAMPLE AND RESPONSE RATE

	Actual sample			Responses		
State	*TAFE systems*	*Other Providers*	*Total sample*	*Response to 31 July*	*Known undelivered*	*Response rate of delivered*
ACT	2 035		2 035	886	33	44.3
NSW	20 729	3	20 732	9 063	551	44.9
NT	1 250		1 250	431	*47	35.8
QLD	6 118	20	6 138	2 521	339	43.5
SA	6 023		6 023	2 721	254	47.2
TAS	2 362	249	2 611	1 128	97	45.0
VIC	12 814	586	13 400	5 412	493	41.9
WA	8 931		8 931	#3 168	368	37.0
TOTAL	60 262	858	61 120	25 330	2 182	43.0

* only recorded to 4 June
\# addresses used were for 1991 graduates

It should be noted that 4.4% of the Victorian sample and 9.5% of the Tasmanian sample were from non-TAFE system providers, while New South Wales and Queensland samples had minor contributions from non-TAFE providers. State and Territory response rates vary slightly as shown in Table 2.1.

Table 2.2

Sample	61 120	**41%**	Response rate
Adjusted sample	58 938	**43%**	Response rate of those delivered
Estimated undelivered	10 - 20%	**46 - 52%**	Response rate of estimated number of those delivered

Many of the present information systems do not adequately provide course completion data (the introduction of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) will improve this for future surveys). In addition the answering of questions 2 (month and year of enrolment) and 3 (month and year of completion) proved difficult and many errors were made in these questions by respondents on the optical mark reader (OMR) form. Only the most relevant data are summarised below in Table 2.3:

Table 2.3

Question 3:	**Year of completion of course**			
1990	1991	1992	1993	1994
0.8%	10.1%	76.5%	5.9%	1.3%

3 Precautions for interpretation of the data

The pilot national client follow-up survey provides a consolidated set of national data for vocational education. The total number of 1992 graduates from vocational education courses, or TAFE courses in particular, is not known. The survey data includes data from 25 330 students who responded to the survey and includes responses from all States and Territories. The survey covered 1780 courses including diploma, associate diploma, advanced certificate, trade certificate, non-trade certificate and access courses. A few recreation courses were also surveyed.

To make appropriate use of the survey results that follow in chapter 4 and 5, or in the appendices, or of the raw numerical data, a number of aspects of the information and its collection need to be considered.

Satisfaction

The survey is of the level of satisfaction of recent course completers with course and support services, as at 30 April, in the year following the completion of the course. Note: in the pilot survey the respondents were predominantly **1992 graduates** (76.5%) but also include approximately 8% who have not completed their course and at least 10% (mostly from Western Australia) who completed their course before 1992.

Outcomes

- The survey also shows the activities of these recent course completers. These activities include full-time or part-time employment, full-time or part-time study, looking for employment, being out of the labour market for parental or household duties or other reasons.

- It is a 'snapshot' survey, concerned only with respondents' activities on 30 April. It does not, for instance, examine labour market experience in the period since completion and so cannot indicate how long the respondent had been looking for work.

- Some respondents seeking full-time work could be waiting for work appropriate to the level of their qualifications, rather than accepting other less challenging employment.

- Disparities in outcomes for males and females are often explained by differences in the mix of enrolments of males and females (e.g. engineering and business).

- The higher proportion of full-time students amongst graduates is a result of faster completion of courses by full-time students.

- Some courses have selection criteria which include work experience (especially apprenticeship courses) and so course completers are more likely to be employed.

Inappropriate comparisons

- The data are not appropriate for making simplistic comparisons between States and Territories or between providers. This is due to variation between States or Territories or providers in terms of missions, enrolment profiles, courses offered, and samples included.

- Simplistic comparisons between States and Territories are inappropriate because of the combination of TAFE and independent providers included in the survey.

4 National findings

The findings of the 1993 pilot national client follow-up survey are expressed below in terms of the National Vocational Education and Training System, national goals and objectives and performance measures.

The total number of 1992 graduates from vocational education courses, or TAFE courses in particular, is not known. It should be noted that the results which follow include the **25 330** completed questionnaires received by 31 July, and represent predominantly **1992** graduates (76.5%). They also include approximately 8% who have not completed their course and at least 10% (mostly from Western Australia) who completed their course before 1992.

The results represent **207 providers** and **1780 courses**.

All **17 course streams** are represented, as shown in Table 4.1.

Table 4.1

Course stream	Stream code	Percentage of respondents
Recreation	1000	1.6
Basic employment skills	2100	2.2
Educational preparation	2200	4.3
Operatives: initial	3100	17.7
Recognised trades: part exempt	3211	3.3
Recognised trades: complete	3212	12.7
Other skills: part exempt	3221	4.6
Other skills: complete	3222	17.6
Trade technician/supervisory	3300	13.0
Paraprofessional technician	3400	3.0
Paraprof higher technician	3500	13.9
Professional	3600	0.6
Operatives: post initial	4100	0.6
Trades/other skills: post initial	4200	2.9
Trade tech/super: post initial	4300	0.6
Paraprof tech: post initial	4400	0.1
Paraprof high tech: post initial	4500	0.3

All **12 fields of study** are represented as shown in Table 4.2.

Table 4.2

Course field of study	Percentage of respondents
Land and marine resources	5.1
Architecture, building	5.9
Art, humanities	11.5
Business, administration	27.5
Education	0.2
Engineering, surveying	17.2
Health, community services	8.0
Law, legal studies	0.3
Science	3.5
Veterinary science	0.3
Services, hospitality	12.7
TAFE multi-field education	0.6

All **7 Award categories** are represented as shown in Table 4.3.

Table 4.3

Award category	Percentage of respondents
Diploma	9.9
Associate diploma	14.1
Advanced certificate	12.7
Certificate	7.5
Endorsement	7.5
Other award	3.8
No award or stream 1000	5.9

Students who studied the course full-time and part-time are represented as shown in Table 4.4. In addition three percent of respondents studied the course externally.
Note: the higher proportion of full-time students amongst graduates is a result of faster completion of courses by full-time students.

Table 4.4

Full-time	*Part-time*
44.5	54.7

In each of the following tables, the cell entry is the national percentage of responses from all respondents. The full context of each question is in the questionnaire with summary of results (Appendix 1).

GOAL 2: IMPROVE THE QUALITY OF OUTCOMES OF VOCATIONAL EDUCATION AND TRAINING

OBJECTIVE 2.1 *Ensure that TAFE staff, teachers with private providers and trainers and supervisors in industry are able to respond effectively and equitably to current and emerging demands on the vocational education and training system.*

Performance measures

Teacher performance: Level of satisfaction with teacher performance—scoring student responses for questions 18.3 and 18.9.

Table 4.4

18.3 Ability of teacher or lecturer to relate to students					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
33.4	41.2	18.8	3.1	1.3	0.5

Table 4.5

18.9 Amount of contact with teacher					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
32.5	43.2	17.7	3.3	1.2	0.8

Teacher effectiveness: Perception of teacher or trainer knowledge and skills—scoring student responses for questions 18.1 and 18.2.

Table 4.6

18.1 Knowledge of content for this course					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
46.7	41.9	8.7	0.7	0.3	0.4

Table 4.7

18.2 Teaching skills for this course					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
28.8	45.0	20.0	3.1	1.2	0.5

OBJECTIVE 2.2 *Improve the capacity to measure and report on the outcomes of the vocational education and training system.*

Performance measures

Outcomes of training: Employment destination of exit students—scoring student responses for questions 21, 22, 24, 26, 28 (a), (b), (d) and (i).

Note: percentages for responses to questions 21.2, 22, 24, 26, 28 (a), (b), (d) and (i) given below are on the basis of those who answered 'Yes' to question 21.1 (i.e. had paid work on 30 April 1993). There were approximately 200 respondents who answered 'No' but gave details of recent employment. These may be casual workers or workers on 'leave without pay' or 'maternity leave' or they may have recently lost their job or be volunteer workers in their chosen field as was sometimes stated. (See diskette A, Appendix 3, for analysis in which all responses are included.)

Table 4.8

21.1, 21.2 and 22 Paid work on 30 April 1993							
No	*Yes*	*Full-time*	*Part-time*	*Self-employed*	*Permanent*	*Contract*	*Casual*
29.9	67.1	72.7	20.7	6.0	69.9	8.2	16.1

Note: multiple responses were allowed for questions 21.2 and 22.

Table 4.9

21.3 No paid work on 30 April 1993		
Seeking work	*Not seeking work because of household or parental duties*	*Not seeking work for other reasons*
45.1	15.8	25.4

Note: percentages for responses to question 21.3 given above are on the basis of those who answered 'No' to question 21.1 (i.e. had no paid work on 30 April 1993 - see note above Table 4.8).

Table 4.10

24.1 and 24.2 Course related to main job on 30 April 1993			
Yes	*No*	*Seeking work related to the course*	*Not seeking work related to course*
47.2	29.5	44.9	48.3

Note: percentages for responses to question 24.2 given above are on the basis of those who answered 'Yes' to question 21.1 and 'No' to question 24.1 (i.e. had paid work on 30 April and course not related to main job).

Table 4.11

26.1 and 26.2 A new or different job to any job you had before course begun				
Yes, new job	*No, same job*	If a new or different job what part did course play in gaining the job		
44.3	53.9	*A large part*	*Some part*	*No part at all*
		42.4	27.3	24.3

Note: percentages for responses to question 26.2 given above are on the basis of those who answered 'Yes' to question 21.1 and 'Yes' to question 26.1 (i.e. had paid work on 30 April and a new job)

Table 4.12

28 (a) Paid job on 30 April 1993 is in industry as listed	
ASIC coded industry	*Percentage of all respondents*
01 - 04. Agriculture, forestry, fishing, hunting	3.0
10 - 16. Mining	1.3
20 - 34. Manufacturing	17.2
35 - 37. Electricity, gas, water	2.0
40 - 42. Construction	7.5
45 - 48. Wholesale, retail trade	13.9
50 - 58. Transport, storage	3.1
59. Communication	1.3
60 - 63. Finance, property, business, services	8.7
70 - 72. Public administration, and defence	7.0
80 - 84. Community services	20.9
90 - 94. Recreation, personal, other services	11.8
99. Non-classifiable	0.9

Note: staff doing the coding used information on employer or business name in question 28 (f) and description of duties in 28 (c) was used to assist in determining classification. However information was sometimes insufficient although a four digit classification was made where possible (a classified business directory was not available).

Table 4.13

28 (b) Occupation on 30 April 1993 as listed	
ASCO coded occupation	*Percentage of all respondents*
1. Managers and administrators	5.9
2. Professionals	9.4
3. Paraprofessionals	8.9
4. Tradespersons	28.9
5. Clerks	17.5
6. Salespersons and personal service workers	17.2
7. Plant and machine operators, and drivers	1.8
8. Labourers and related workers	7.7
9. Non-classifiable	1.5

Note: the additional information in question 28 (c) (i.e. description of two main tasks or duties in main job) was usually sufficient to determine a four digit classification for 28 (b).

Table 4.14

28 (d) Size of organisation in which employed on 30 April 1993			
10 or less employees	*11 to 20 employees*	*21 to 100 employees*	*More than 100 employees*
30.3	11.6	18.9	36.3

Table 4.15

28 (i) Main job on 30 April 1993 is **first full-time job** (other than vacation jobs)	
Yes	*No*
33.9	49.7

OBJECTIVE 2.3 *Provide access to and promote high quality training materials by TAFE, industry and other training providers.*

Performance measure

High quality curriculum and training materials: Extent to which all providers are using high quality national curriculum and training materials—scoring student responses for questions 18.4, 18.5, 18.6, 18.7, 18.10, 18.11, 18.12, 18.13 and 18.18.

Table 4.16

18.4 Content of this course e.g. relevance to job					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
29.2	40.0	20.1	3.6	1.4	3.1

Table 4.17

18.5 Length of course					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
19.2	50.9	21.8	4.2	1.5	1.0

Table 4.18

18.6 Balance of theory and practical					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
24.1	43.8	22.1	5.3	1.7	1.5

Table 4.19

18.7 Availability of options and choice of subjects or modules					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
11.2	28.0	26.7	10.8	4.6	16.1

Table 4.20

18.10 Printed materials—lesson notes					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
26.5	41.1	21.9	5.8	2.6	0.8

Table 4.21

18.11 Assessments					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
19.4	50.2	22.7	3.3	1.4	1.2

Table 4.22

18.12 Equipment for practical skills					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
27.3	33.7	20.8	6.7	3.1	6.6

Table 4.23

18.13 Library or learning resources					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
24.6	35.6	21.8	7.2	3.7	5.2

Table 4.24

18.18 Lecture rooms and workshops					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
20.1	41.3	25.1	6.0	2.6	2.9

GOAL 3: OPPORTUNITIES AND OUTCOMES FOR INDIVIDUALS

OBJECTIVE 3.2 *Improve articulation among other education sectors.*

Performance measure

Recognition of prior education, training and experience: Level of satisfaction with skill recognition, CBT, credit granted and articulation—scoring student responses for question 14. See **Appendix 1** for results of related question 32 on exemption(s) granted for further study.

Table 4.25

14 Received credit toward this course or exemption from any part of this course			
No	*Yes, for study at TAFE*	*Yes, for study at another institution*	*Yes, for other reasons*
74.3	13.6	4.2	4.9

OBJECTIVE 3.3 *Provide greater opportunity for informed choice by individuals through improved career guidance arrangements for students.*

Performance measure

Student support services: Level of satisfaction with student support and advisory services relevant to disadvantaged students and for course and career information—scoring student responses for questions 18.8, 18.14, 18.15, 18.16, 18.17, 18.19, 18.20, 18.21, 18.22, 18.23 and 18.24.

Table 4.26

18.8 Time and day classes offered					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
23.5	42.4	19.5	4.6	2.0	6.2

Table 4.27

18.14 Administration e.g. handling enquiries, enrolment, fee payments, results					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
19.3	38.9	24.6	8.1	6.4	1.1

Table 4.28

18.15 Help in selecting course and subjects or modules					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
12.6	31.8	25.2	7.3	3.1	17.4

Table 4.29

18.16 Information on assessment procedures					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
14.2	40.2	28.4	6.9	2.9	5.3

Table 4.30

18.17 Information on career options or jobs					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
10.5	25.6	27.3	11.2	5.7	16.7

Table 4.31

18.19 Cafeteria, recreational activities					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
16.5	34.0	24.2	8.8	6.6	7.6

Table 4.32

18.20 Help with study skills or English language					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
10.4	24.8	18.2	4.1	1.3	36.1

Table 4.33

18.21 Counselling					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
8.2	20.2	16.7	4.2	2.3	42.2

Table 4.34

18.22 Childcare facilities					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
4.5	8.1	6.7	2.7	4.3	63.4

Table 4.35

18.23 Support for disabled students					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
6.5	12.0	9.4	2.7	2.4	57.0

Table 4.36

18.24 Accommodation					
Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
2.8	7.1	7.4	2.2	1.9	67.8

OBJECTIVE 3.4 *Provide adequate income support for individuals undertaking vocational education and training.*

Performance measures

Student financial support: Adequacy of availability and level of income support and fee relief—scoring student responses for questions 11, 15, 16 and 17.

Table 4.37

11.1 and 11.2 Regular paid work during the course and support for studies from employer							
Yes	*No*	*No support*	*Fees paid*	*Paid time for class and exams*	*Paid time for exams only*	*Leave without pay*	*Other*
55.5	43.4	42.7	25.5	33.7	6.0	4.2	*6.6

*Approximately 1.5% of respondents indicated employer contribution without specifying, while 1.2% indicated traineeship or other government scheme. Approximately 0.6% specifically mentioned supply of materials or living away from home allowance.

Note: the percentages for support are of the respondents who had regular paid work during the course (i.e. answered 'Yes' to question 11.1) and multiple responses are included.

Table 4.38

15 Did you receive financial support for undertaking the course from any of the following:						
Austudy	*Abstudy*	*Apprentice-ship*	*Traineeship*	*Other govt scheme*	*Scholarship or cadetship*	*Other*
20.2	0.9	9.9	2.4	6.6	0.3	*10.8

* Approximately 3% were other government schemes such as Jobstart, with a small number being rehabilitation schemes, 3% were employer contributions, 1% parents, 1% personal income, and 1% no financial support

Table 4.39

16 Received any reduction or exemption from fees while studying this course		
Yes	*No*	*Not applicable, no fees required*
24.0	69.3	4.9

Table 4.40

17 Cost of the course reasonable	
Yes	*No*
86.5	*10.2

* Reasons included approximately 6% fees too high, while 2% mentioned lack of equipment or equipment expensive, 0.5% course contribution or duration and 0.4% the teacher.

GOAL 4: THE NEEDS OF INDUSTRY

OBJECTIVE 4.3 *Provide open and flexible vocational and training opportunities to meet industry needs, particularly those arising from industry and award restructuring.*

Performance measures

Relevance of training: Level of satisfaction with relevance of training to employment and industry needs—scoring student responses to question 27.

Table 4.41

27 Relevance of course to main job on 30 April 1993			
Very relevant	*Some relevance*	*Very little relevance*	*Not at all relevant*
47.2	29.5	8.3	*14.3

*Note: responses to question 12 are relevant to this i.e. 26% of respondents did the course to get a job, 12% to get a better job or promotion, 16% for extra skills for present job, and 12% as a requirement for present job. While 12% did the course to look at a different career, 6% to get into another course, 15% for personal development and 5% for interest.

Only 68% of those with paid work were working in a job related to their course and approximately 16% were still seeking work related to their course (question 24).

GOAL 5: EQUITY

OBJECTIVE 5.1 *Increase training opportunities and outcomes for disadvantaged groups, including:*

- *women*
- *people without social and functional skills in English language,*
- *literacy and numeracy*
- *people with disabilities*
- *Aboriginals and Torres Strait Islanders*
- *the unemployed*
- *people in rural areas*

Summary of responses from particular groups—scoring student responses for questions 34 and 37 to 41 e.g. in the following table 1.5% of female respondents were of Aboriginal and Torres Strait Islander descent.

Table 4.42

Group	*Females*	*Males*	*All*
Aboriginal and Torres Strait Islander descent (ATSI)	1.5	1.2	1.4
English not first language (NESB)	14.1	11.4	13.0
Physical disability (PHYSDIS)	2.4	3.2	2.8
Learning disability (LEARNDIS)	1.4	1.5	*1.4
Sole supporting parent (SSPARENT)	10.2	5.1	7.8
Sex	**53.2**	**45.7**	

*Note: 74 respondents indicated both physical and learning impairment (i.e. 20.2% of those respondents with a learning disability also indicated a physical disability and 10.6% of those respondents with a physical disability also indicated a learning disability).

Performance measures

Student support services: Level of satisfaction with student support and advisory services; particularly relevant to disadvantaged students and for course and career information—scoring student responses for questions 34 and 37 to 41 and 18.14 to 18.24. (Examples are given below but for complete analysis see diskette A, Appendix 3).

Example 1: Level of satisfaction with support for disabled students: as indicated by those respondents identifying themselves as disabled, compared with that of all respondents.

Table 4.43

18.23 Support for disabled students						
Group	*Very good*	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
PHYSDIS	17.5	15.9	10.3	4.6	8.0	36.5
LEARNDIS	15.8	16.3	10.4	3.0	6.8	36.2
ALL	6.5	12.0	9.4	2.7	2.4	57.0

Example 2: Level of satisfaction with help with study skills and English language: as indicated by those respondents identifying themselves as not having English as their first language, compared with that of all respondents.

Table 4.44

18.20 Help with study skills or English language						
Group	*Very good*	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
NESB	15.8	32.2	21.2	6.6	2.2	17.6
ALL	10.4	24.8	18.2	4.1	1.3	36.1

Example 3: Level of satisfaction with counselling: as indicated by those respondents identifying themselves as having sole responsibility for supporting a child or children, compared with that of females, males and all respondents.

Table 4.45

18.21 Counselling						
	Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
SSPARENT	13.1	23.2	17.5	4.9	3.4	32.0
FEMALE	10.1	22.2	16.3	4.1	2.4	38.6
MALE	5.9	17.9	17.2	4.4	2.3	46.4
ALL	8.2	20.2	16.7	4.2	2.3	42.2

Example 4: Level of satisfaction with childcare facilities: as indicated by those respondents identifying themselves as having sole responsibility for supporting a child or children, compared with that of females, males and all respondents.

Table 4.46

18.22 Childcare facilities						
	Very good	*Good*	*Fair*	*Poor*	*Very poor*	*Not relevant*
SSPARENT	7.9	10.0	7.1	3.6	10.2	51.6
FEMALE	6.3	9.9	6.8	3.1	5.9	58.5
MALE	2.4	6.1	6.7	2.2	2.6	69.0
ALL	4.5	8.1	6.7	2.7	4.3	63.4

Student financial support: Adequacy of availability and level of income support and fee relief—scoring of student responses to questions 34 and 37 to 41 and 11, 15, 16 and 17.

Regular paid work during the course and support for studies from employer: as indicated by those respondents identifying themselves as belonging to a particular group, compared with that of all respondents.

Table 4.47

11.1 and 11.2 Regular paid work during the course and support for studies from employer								
Group	*Yes*	*No*	*No support*	*Fees paid*	*Paid-time for class & exams*	*Paid-time for exams only*	*Leave without pay*	*Other*
FEMALE	46.0	53.0	55.0	15.9	21.7	5.8	5.3	7.5
MALE	66.6	32.2	32.8	33.7	43.2	6.2	3.3	5.9
ATSI	39.7	59.4	32.8	21.9	43.8	2.2	1.5	6.6
NESB	36.2	62.8	46.7	19.1	25.6	5.5	6.4	8.2
PHYSDIS	33.9	64.4	40.9	22.4	33.8	5.1	5.1	11.8
LEARNDIS	37.6	60.2	41.3	26.1	39.1	1.4	5.8	8.0
SSPARENT	42.0	56.9	48.7	22.3	24.1	5.1	5.7	8.8
ALL	55.5	43.4	42.7	25.5	33.7	6.0	4.2	*6.6

Note: the percentages for support are of those respondents who answered 'Yes' to question 11.1 (i.e had regular paid work during the course) and multiple responses are included.

*Approximately 1.5% respondents indicated employer contribution without specifying, while 1.2% mentioned traineeship or other government scheme. Approximately 0.6% specifically mentioned supply of materials or living away from home allowance being paid.

Financial support: as indicated by those respondents identifying themselves as belonging to a particular group, compared with that of all respondents.

Table 4.48

15. Receive any financial support for undertaking this course from any of the following:							
Group	*Austudy*	*Abstudy*	*Apprentice-ship*	*Trainee-ship*	*Other govt scheme*	*Scholar-ship*	*Other*
FEMALE	23.6	1.1	3.6	2.5	6.5	0.2	10.4
MALE	16.1	0.6	17.3	2.2	6.6	0.4	11.3
ATSI	6.1	57.4	7.5	5.2	2.6	0.3	4.3
NESB	23.5	0.9	3.4	2.3	15.7	0.3	15.8
PHYSDIS	20.2	1.1	5.7	1.6	12.0	0.3	19.5
LEARNDIS	22.3	2.2	9.3	3.5	11.2	0.3	13.6
SSPARENT	33.5	2.1	2.2	0.9	8.6	0.4	14.1
ALL	20.2	0.9	9.9	2.4	6.6	0.3	*10.8

* Approximately 3% were other government schemes such as Jobstart, with a small number being rehabilitation schemes, 3% were employer contributions, 1% parents, 1% personal income, and 1% no financial support.

Fee relief: as indicated by those respondents identifying themselves as belonging to a particular group, compared with that of all respondents.

Table 4.49

16. Receive any reduction in fees or exemption from fees while studying this course			
Group	*Yes*	*No*	*Not applicable, no fees required*
FEMALE	27.6	65.0	5.4
MALE	19.5	74.7	4.2
ATSI	31.9	54.2	10.7
NESB	29.3	61.0	7.7
PHYSDIS	40.2	48.9	8.4
LEARNDIS	30.0	54.8	10.4
SSPARENT	46.3	44.7	7.2
ALL	24.0	69.3	4.9

Costs reasonable: as indicated by those respondents identifying themselves as belonging to a particular group, compared with that of all respondents.

Table 4.50

17. Were costs reasonable for what was received in this course		
Group	*Yes*	*No*
FEMALE	86.0	10.0
MALE	87.3	10.4
ATSI	85.8	9.6
NESB	85.3	10.2
PHYSDIS	84.4	10.3
LEARNDIS	84.2	10.4
SSPARENT	89.6	6.7
ALL	86.5	*10.2

* Reasons included approximately 6% fees too high, while 2% mentioned lack of equipment or equipment expensive, 0.5% course contribution or duration and 0.4% the teacher.

OBJECTIVE 5.2 *Increase the commitment to equity issues by those involved in training in all its aspects, including curriculum design and assessment procedures.*

Performance measures

High quality curriculum and training materials: Level of satisfaction with curriculum and training materials—scoring of student responses to questions 34 and 37 to 41 and 18.4, 18.5, 18.6, 18.7, 18.10 and 18.11. (See previous tables and diskette A, Appendix 3.)

Outcomes of training: Destination of disadvantaged and specially targeted students—scoring of student responses to questions 34 and 37 to 41 and 21 and 29 are shown below. (For other related questions see diskette A, Appendix 3.)

Example 1: Employment on 30 April: as indicated by those respondents identifying themselves as belonging to a particular group, compared with that of all respondents.

Table 4.51

21.1 Paid work on 30 April 1993		
Group	*Yes*	*No*
FEMALE	59.0	37.0
MALE	76.7	21.4
ATSI	49.9	44.9
NESB	46.3	47.8
PHYSDIS	44.3	51.5
LEARNDIS	47.1	47.4
SSPARENT	52.2	44.2
ALL	67.1	29.9

Example 2: Employment conditions of main job on 30 April: as indicated by those respondents identifying themselves as belonging to a particular group compared with that of all respondents.

Table 4.52

21.2 and 22 Employment conditions on 30 April 1993						
Group	*Full-time*	*Part-time*	*Self-employed*	*Permanent*	*Contract*	*Casual*
FEMALE	58.9	34.3	6.3	61.4	9.9	25.2
MALE	85.3	8.6	6.0	78.3	7.0	10.4
ATSI	75.6	19.8	3.5	64.5	9.9	20.3
NESB	67.5	24.6	6.2	63.7	10.1	19.7
PHYSDIS	68.3	18.4	10.6	64.2	10.6	14.5
LEARNDIS	70.3	21.5	6.4	65.9	8.1	18.5
SSPARENT	62.5	28.8	8.2	65.0	10.1	18.5
ALL	72.7	20.7	6.0	69.9	8.2	16.1

Note: multiple responses were allowed for questions 21.2 and 22.

Percentages for responses are given above on the basis of those who answered 'Yes' to question 21.1 (i.e.had paid work on 30 April). There were approximately 200 additional respondents who answered 'No' but gave details of employment.

Example 3: No paid work on 30 April: Seeking or not seeking work, as indicated by those respondents identifying themselves as belonging to a particular group compared with that of all respondents.

Table 4.53

21.3 No paid work on 30 April 1993			
Group	*Seeking work*	*Not seeking work because of household or parental duties*	*Not seeking work for other reasons*
FEMALE	38.4	22.9	24.4
MALE	58.8	2.6	28.3
ATSI	29.9	19.5	26.0
NESB	44.1	11.6	26.3
PHYSDIS	34.8	7.9	39.9
LEARNDIS	38.4	12.2	26.2
SSPARENT	30.5	35.4	18.5
ALL	45.1	15.8	25.4

Note: percentages for responses to question 21.3 are on the basis of those who answered 'No' to question 21.1 (i.e. had no paid work on 30 April 1993).

Example 4: Industry in which employed on 30 April: as indicated by female and male respondents compared with that of all respondents.

Table 4.54

28 (a) Paid job on 30 April 1993 is in industry as listed			
ASIC coded industry	*Female*	*Male*	*All*
01 - 04. Agriculture, forestry, fishing, hunting	1.6	4.3	3.0
10 - 16. Mining	0.3	1.9	1.3
20 - 34. Manufacturing	9.0	24.3	17.2
35 - 37. Electricity, gas, water	0.4	3.4	2.0
40 - 42. Construction	1.2	13.6	7.5
45 - 48. Wholesale, retail trade	13.1	14.7	13.9
50 - 58. Transport, storage	2.2	3.8	3.1
59. Communication	0.9	1.7	1.3
60 - 63. Finance, property, business, services	10.5	7.2	8.7
70 - 72. Public administration, and defence	7.0	7.0	7.0
80 - 84. Community services	34.0	9.2	20.9
90 - 94. Recreation, personal, other services	17.1	7.0	11.8
99. Non-classifiable	0.8	0.9	0.9

Note: staff doing the coding used information on employer or business name in question 28 (f) and description of duties in 28 (c) was used to assist in determining classification. However information was sometimes insufficient although four digit classification was made where possible (a classified business directory was not available).

Example 5: Occupation on 30 April: as indicated by female and male respondents compared with that of all respondents.

Table 4.55

28 (b) Occupation on 30 April 1993 as listed.			
ASCO coded occupation	*Female*	*Male*	*All*
1. Managers and administrators	4.2	7.3	5.9
2. Professionals	10.8	8.1	9.4
3. Paraprofessionals	6.7	10.9	8.9
4. Tradespersons	11.3	44.8	28.9
5. Clerks	29.6	6.8	17.5
6. Salespersons and personal service workers	27.8	7.5	17.2
7. Plant and machine operators, and drivers	0.8	2.7	1.8
8. Labourers and related workers	6.4	8.7	7.7
9. Non-classifiable	0.8	2.1	1.5

Note: the additional information in question 28 (c) (i.e. description of two main tasks or duties in main job) was usually sufficient to determine a four digit classification for 28 (b).

Example 6: First full-time job: as indicated by those respondents identifying themselves as belonging to a particular group compared with that of all respondents.

Table 4.56

28 (i) Main job on 30 April 1993 is **first full-time job** (other than vacation jobs)		
Group	*Yes*	*No*
FEMALE	27.7	47.3
MALE	40.1	53.5
ATSI	46.2	33.8
NESB	33.2	34.0
PHYSDIS	23.4	34.1
LEARNDIS	37.8	33.8
SSPARENT	16.8	34.9
ALL	33.9	49.7

Further study: as indicated by those respondents identifying themselves as belonging to a particular group, compared with that of all respondents.

Table 4.57

29 Further studies since undertaking the course				
Group	*Yes*	*No, but will enrol in 1993*	*No, but will enrol in 1994*	*No*
FEMALE	40.5	5.8	8.7	42.4
MALE	35.7	6.5	10.0	45.7
ATSI	34.2	7.0	11.3	43.2
NESB	43.1	9.9	8.0	36.5
PHYSDIS	42.9	5.4	8.9	40.1
LEARNDIS	44.7	9.0	6.6	35.7
SSPARENT	43.7	7.7	11.6	34.6
ALL	38.2	6.2	9.3	43.9

5 State and Territory findings

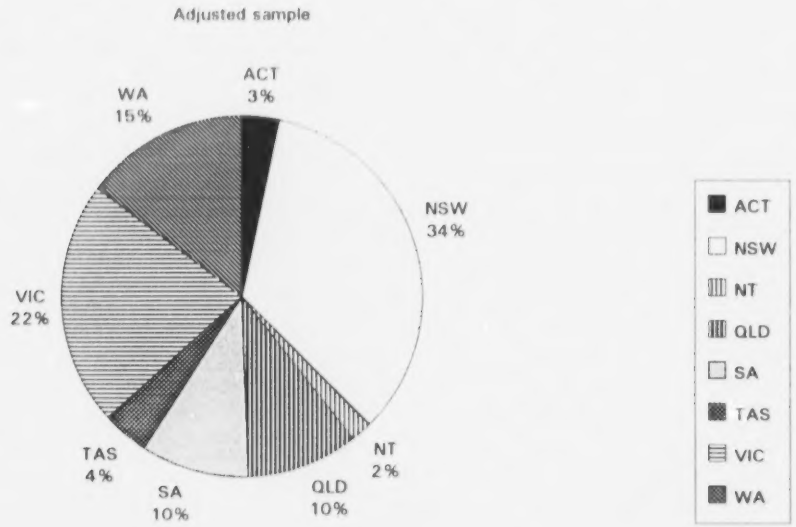
The findings of the 1993 pilot national client follow-up survey are expressed below for each State and Territory in terms of the National Vocational Education and Training System, national goals and objectives and performance measures.

State and Territory samples and response rates

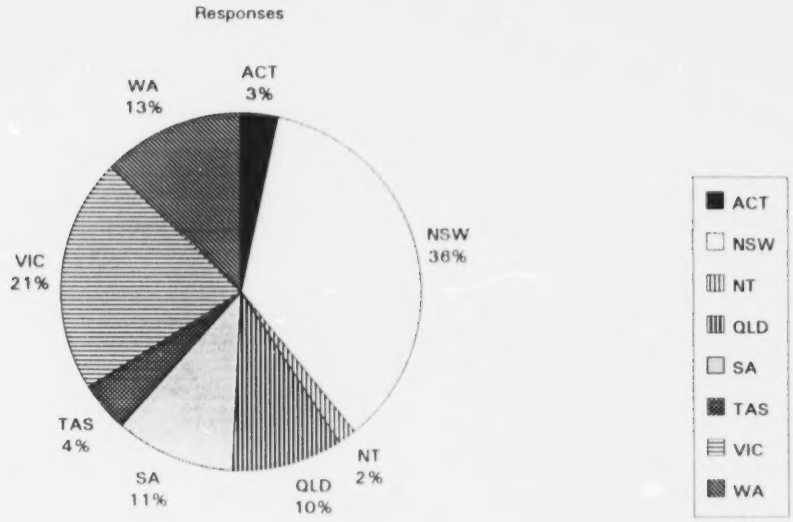
The **25 330** completed questionnaires are included in this analysis. Respondents were predominantly **1992 graduates** (76.5%). They also include at least 8% who have not completed their course and 10% (mostly from Western Australia) who completed their course before 1992.

Graphs 5.1 and 5.2 display the relative sample sizes and the response rates calculated on the adjusted sample size (i.e. after the recorded undelivered surveys were subtracted).

Graph 5.1



Graph 5.2



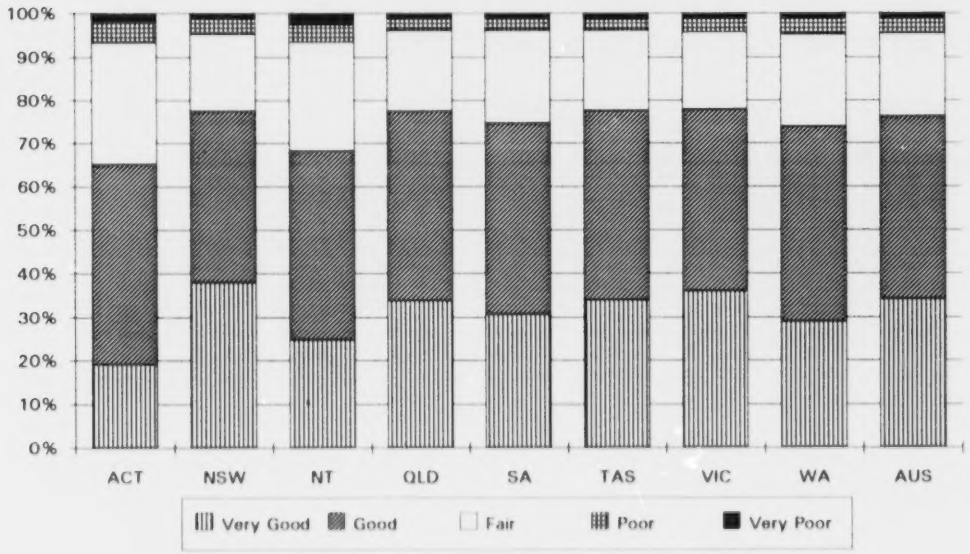
The following bar graphs show the State, Territory and the national percentage of responses of those respondents who answered the question i.e. missing and 'not relevant' responses have been omitted. Only the proportion of responses in each category is shown in these graphs. Information on the numerical values is found in Appendix 4: State and Territory performance measures (on diskette). The full context of each question is given in the questionnaire with the summary of results (Appendix 1).

GOAL 2: IMPROVE THE QUALITY OF OUTCOMES OF VOCATIONAL EDUCATION AND TRAINING

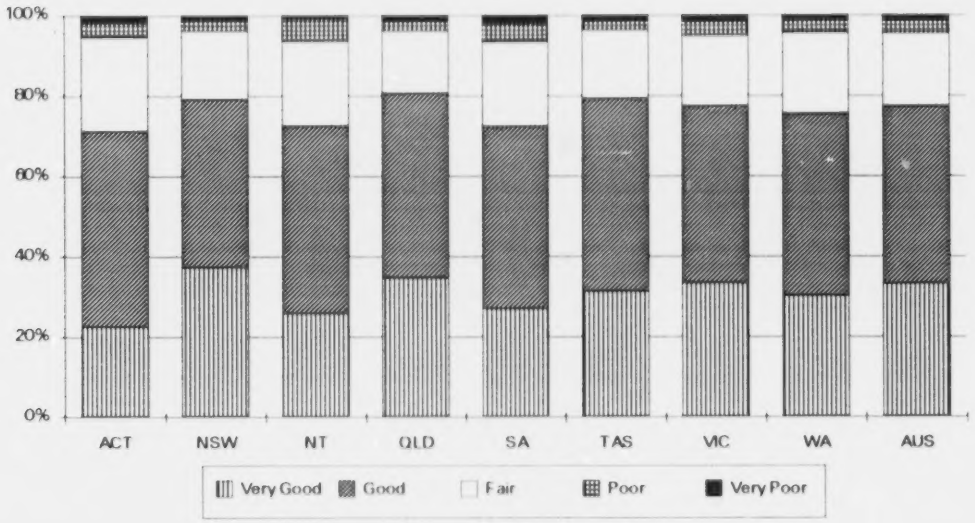
OBJECTIVE 2.1 *Ensure that TAFE staff, teachers with private providers and trainers and supervisors in industry are able to respond effectively and equitably to current and emerging demands on the vocational education and training system.*

Teacher performance: Level of satisfaction with teacher performance—scoring student responses for questions 18.3 and 18.9.

Graph 5.3
18.3 Ability of teacher or lecturer to relate to students

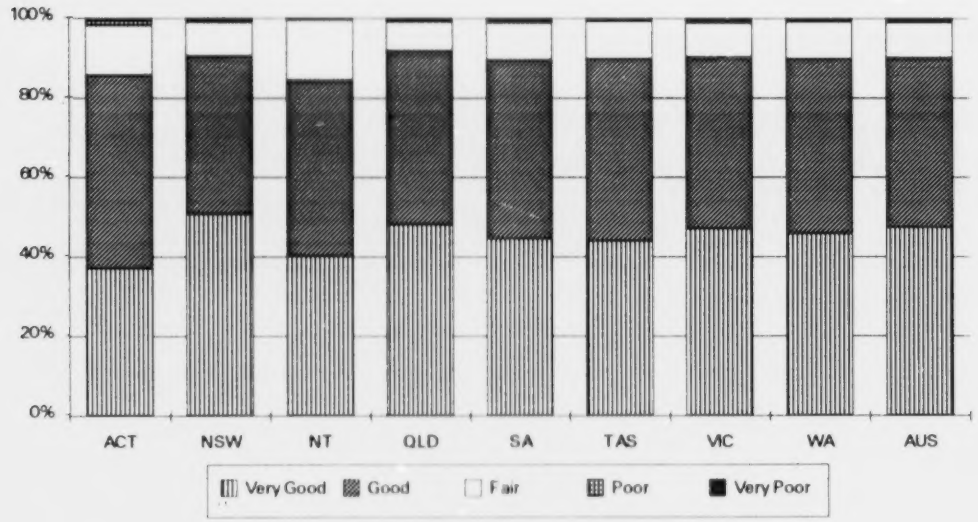


Graph 5.4
18.9 Amount of contact with the teacher

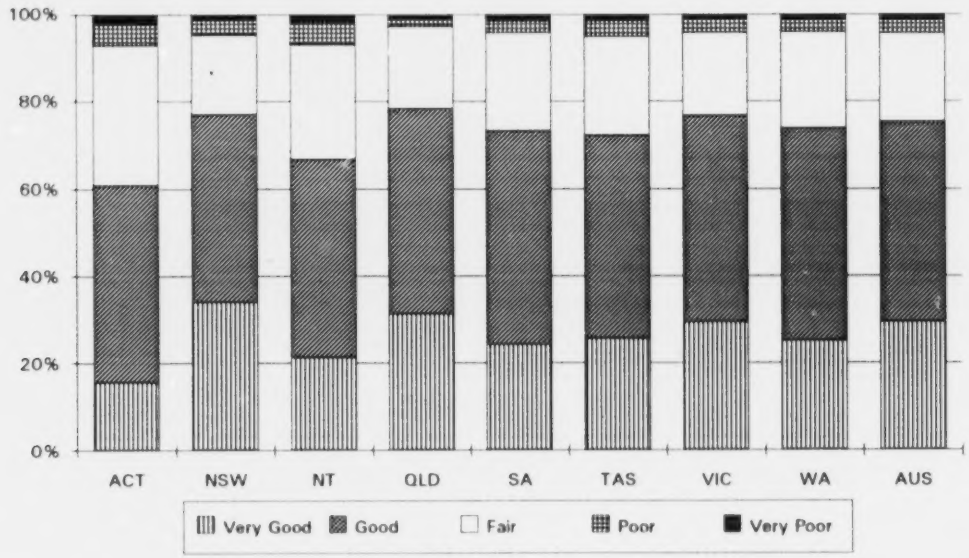


Teacher effectiveness: Perception of teacher or trainer knowledge and skills—scoring student responses for questions 18.1 and 18.2.

Graph 5.5
18.1 Knowledge of content for this course



Graph 5.6
18.2 Teaching skills for this course



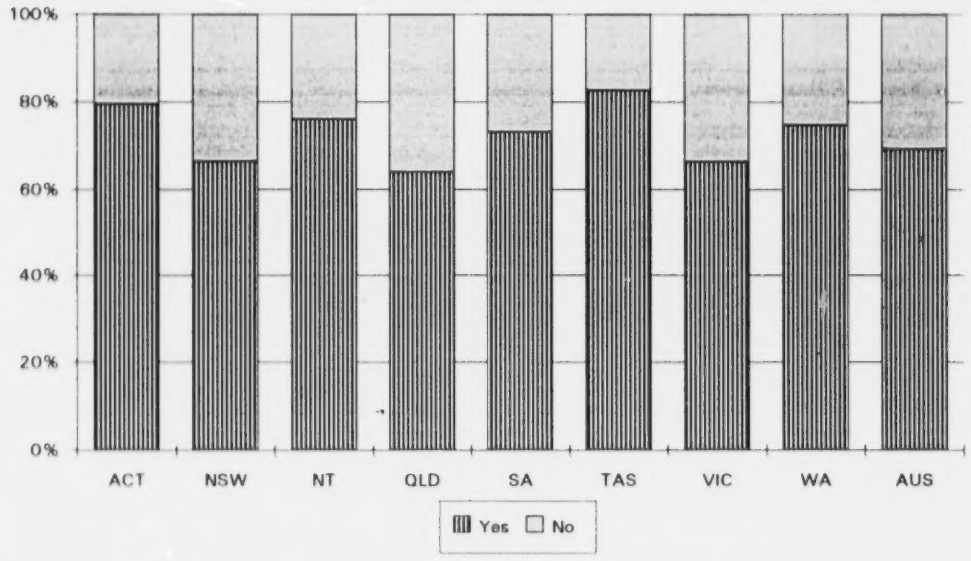
OBJECTIVE 2.2 *Improve the capacity to measure and report on the outcomes of the vocational education and training system.*

Performance measures

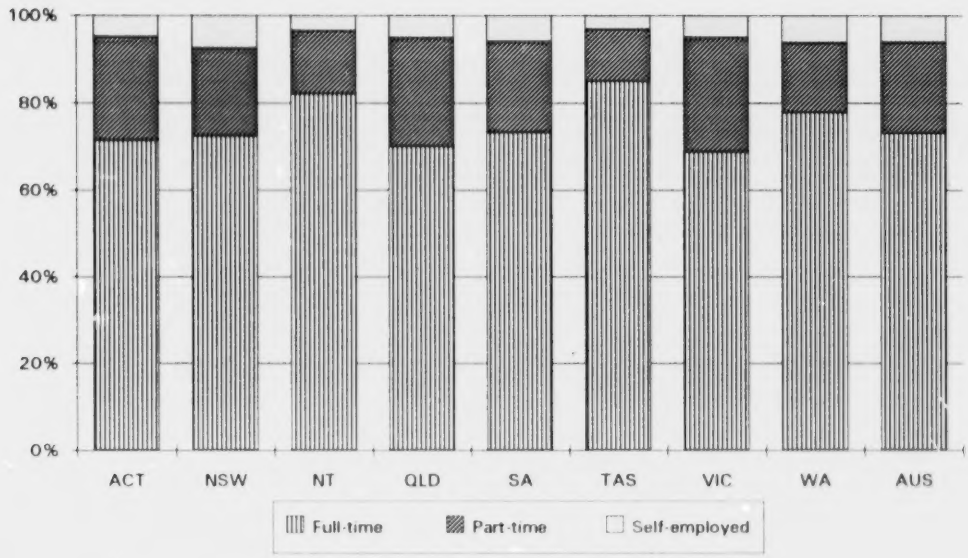
Outcomes of training: Employment destination of exit students—scoring student responses for questions 21, 22, 24, 26, 28 (a), (b), (d) and (i).

Note: percentages for responses to questions 21.2, 22, 24, 26, 28(d) and (i) are on the basis of those who answered 'Yes' to question 21.1 (i.e. had paid work on 30 April 1993). There were approximately 200 respondents who answered 'No' but gave details of recent employment. These may be casual workers or workers on 'leave without pay' or 'maternity leave' or they may have recently lost their job or be volunteer workers in their chosen field as was sometimes stated. (See diskettes, Appendices 3 and 4, for analysis in which all responses are included.)

Graph 5.7
21.1 Paid work on 30 April 1993

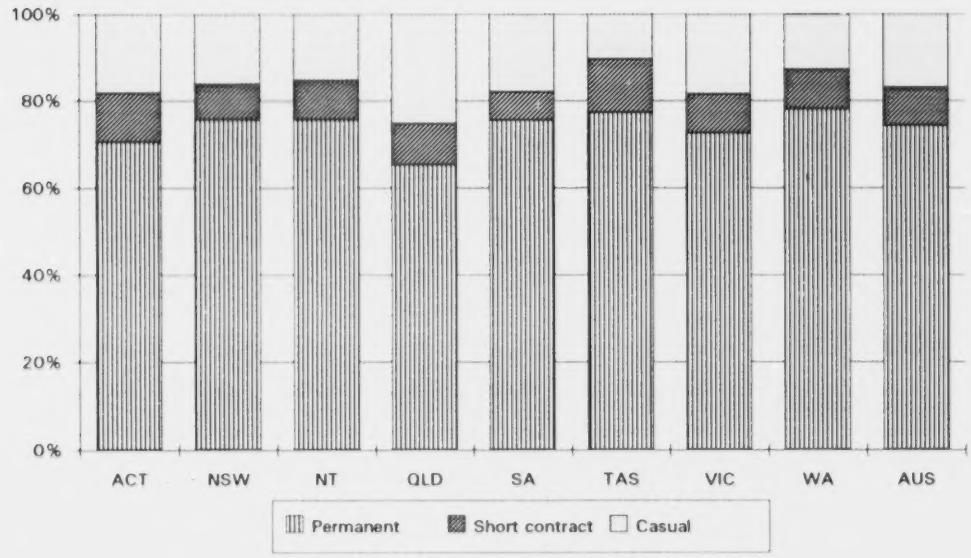


Graph 5.8
21.2 Employment status



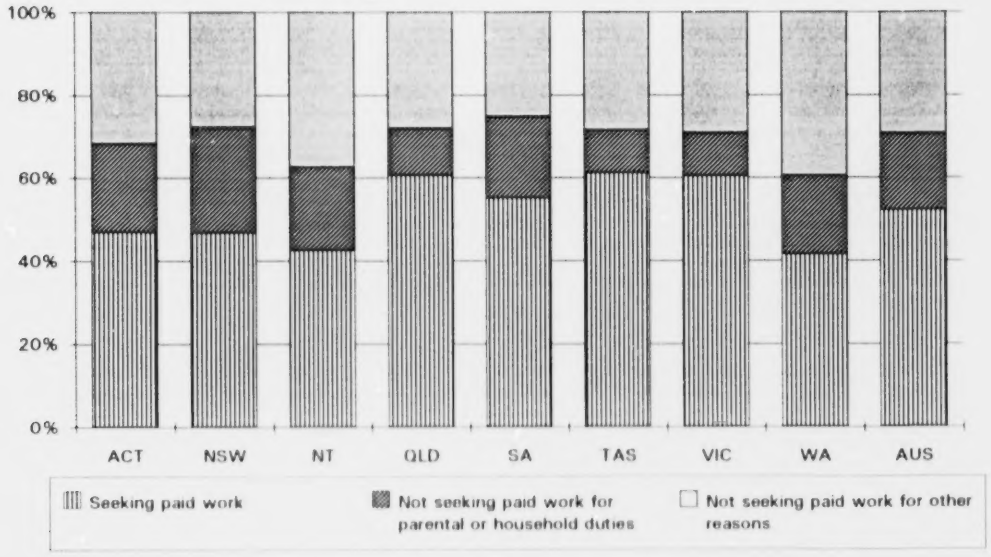
Note: multiple responses were allowed for question 21.2.

Graph 5.9
22 Employment conditions



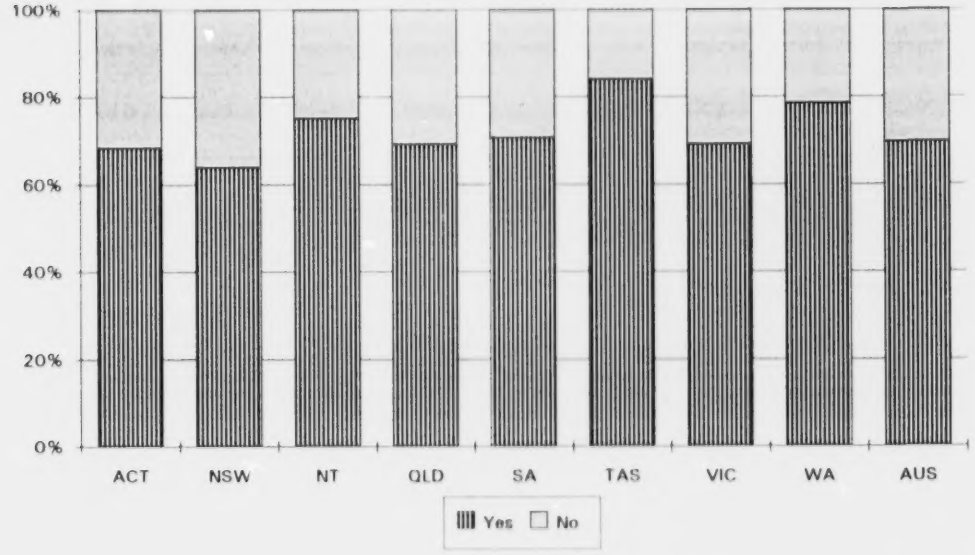
Note: multiple responses were allowed for question 22.

Graph 5.10
21.3 No paid work on 30 April 1993

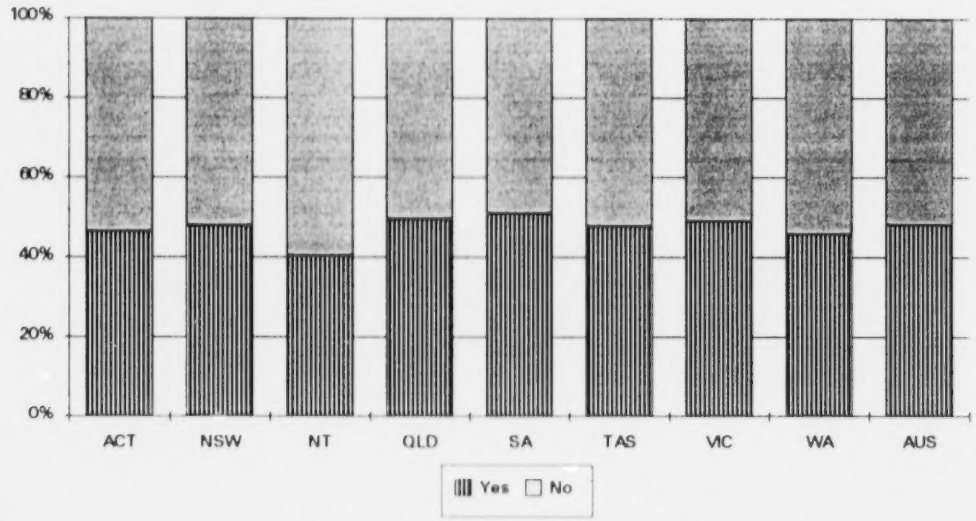


Note: percentages for responses to question 21.3 are on the basis of those who answered 'No' to question 21.1 (i.e. had no paid work on 30 April 1993. See note above Graph 5.7).

Graph 5.11
24.1 Course related to main job on 30 April 1993

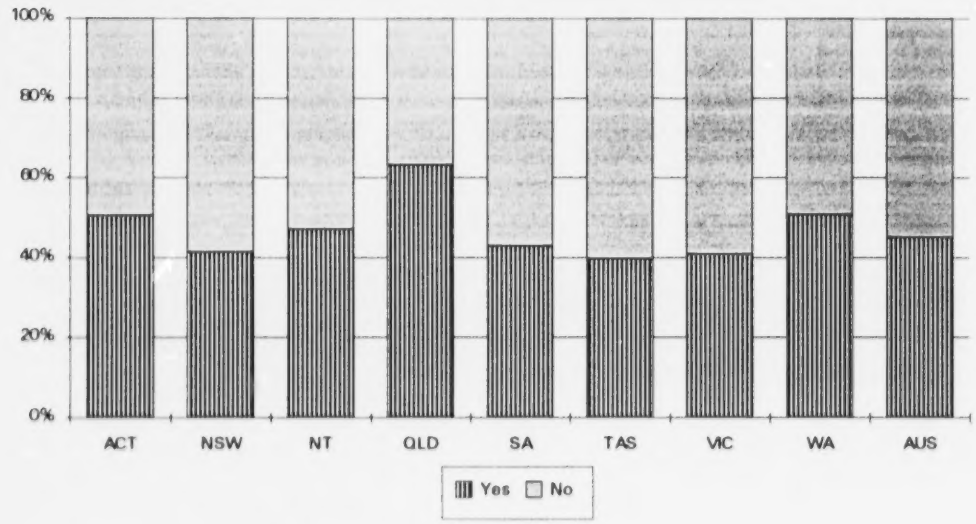


Graph 5.12
24.2 Seeking work related to the course

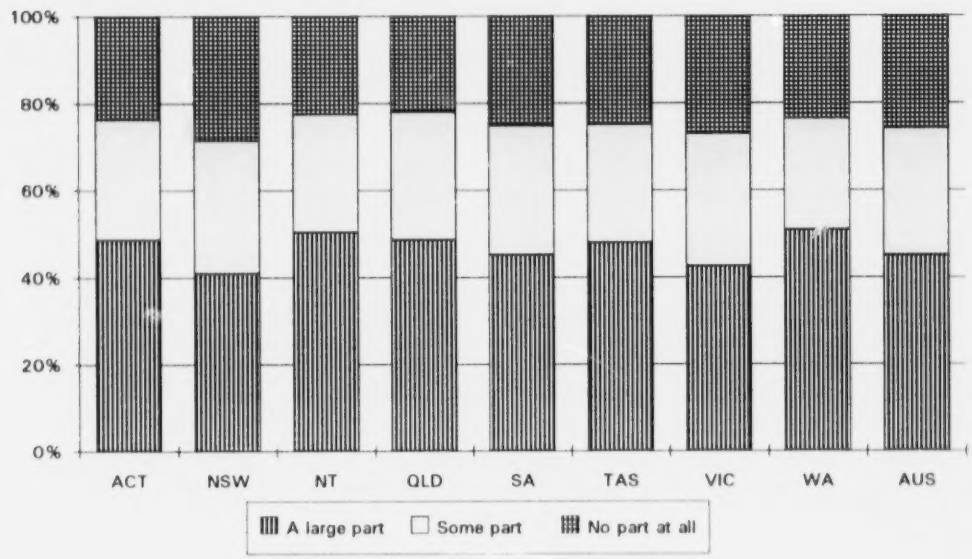


Note: percentages for responses to question 24.2 are on the basis of those who answered 'Yes' to question 21.1 and 'No' to question 24.1 (i.e. had paid work on 30 April and course not related to main job).

Graph 5.13
26.1 This is a new or different job to any held before course

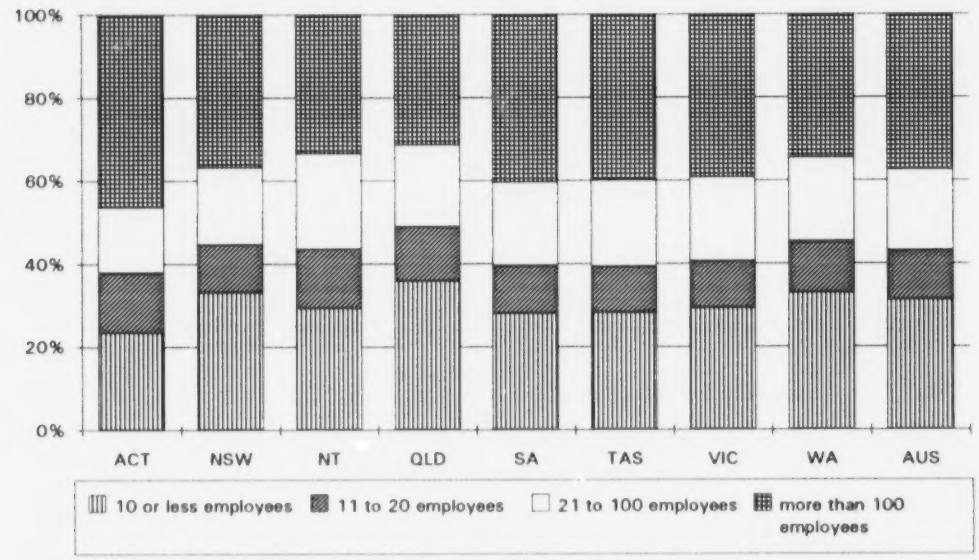


Graph 5.14
26.2 If new job, what part did the course play in gaining the job?

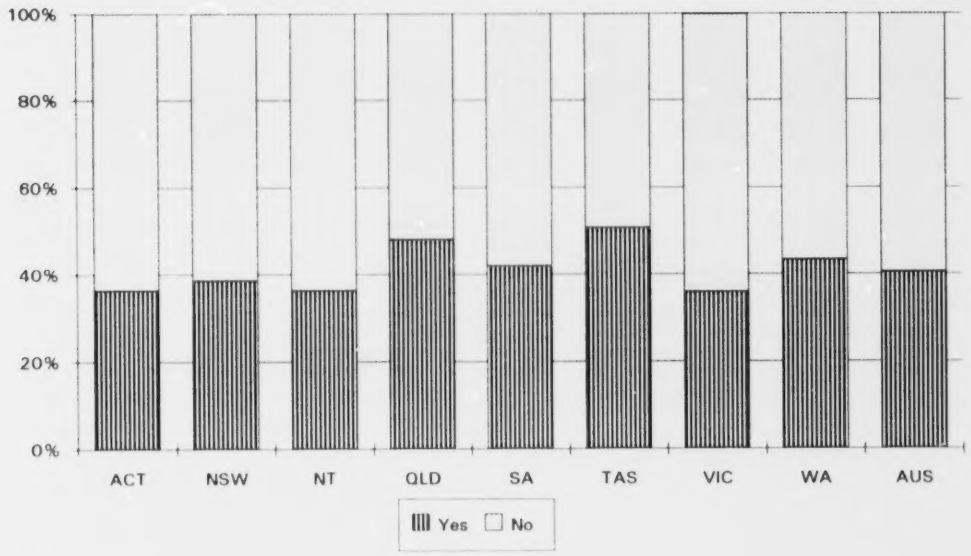


Note: percentages for responses to question 26.2 given above are on the basis of those who answered 'Yes' to question 21.1 and 'Yes' to question 26.1 (i.e. had paid work on 30 April and a new job).

Graph 5.15
28 (d) Size of organisation in which employed on 30 April

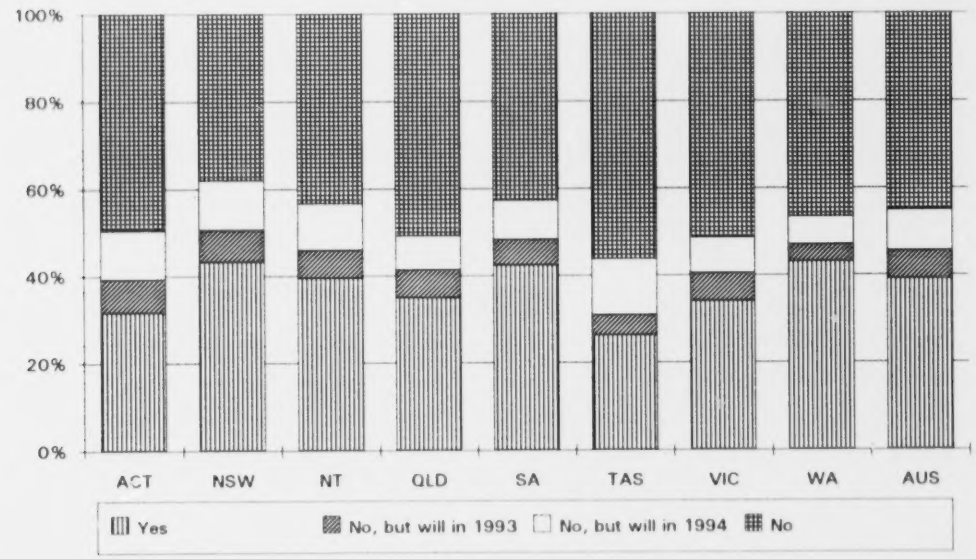


Graph 5.16
28(i) First full-time job (other than vacation jobs)



Outcomes of Training: an additional important outcome of training maybe enrolment in another course or study destination of exit students—scoring student responses for question 29. (See diskettes, Appendices 3 and 4 for responses to related questions 30, 31 and 32.)

Graph 5.17
29 Enrolment in another course

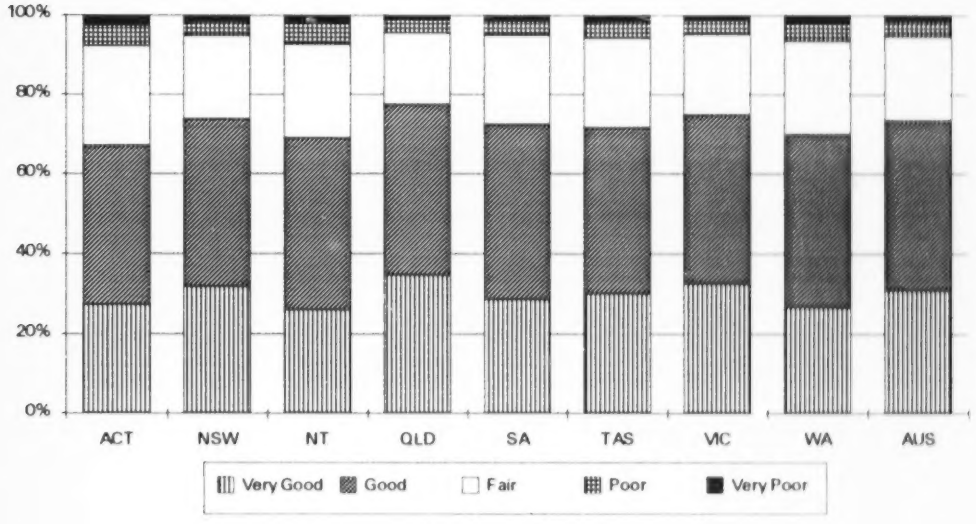


OBJECTIVE 2.3 *Provide access to and promote high quality training materials by TAFE, industry and other training providers.*

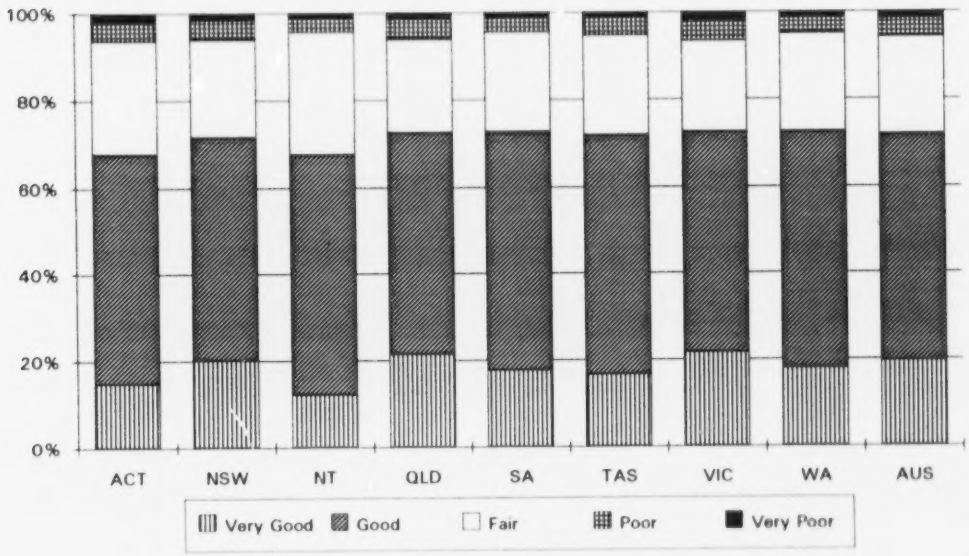
Performance measures

High quality curriculum and training materials: Extent to which all providers are using high quality national curriculum and training materials—scoring student responses for questions 18.4, 18.5, 18.6, 18.7, 18.10, 18.11, 18.12, 18.13 and 18.18.

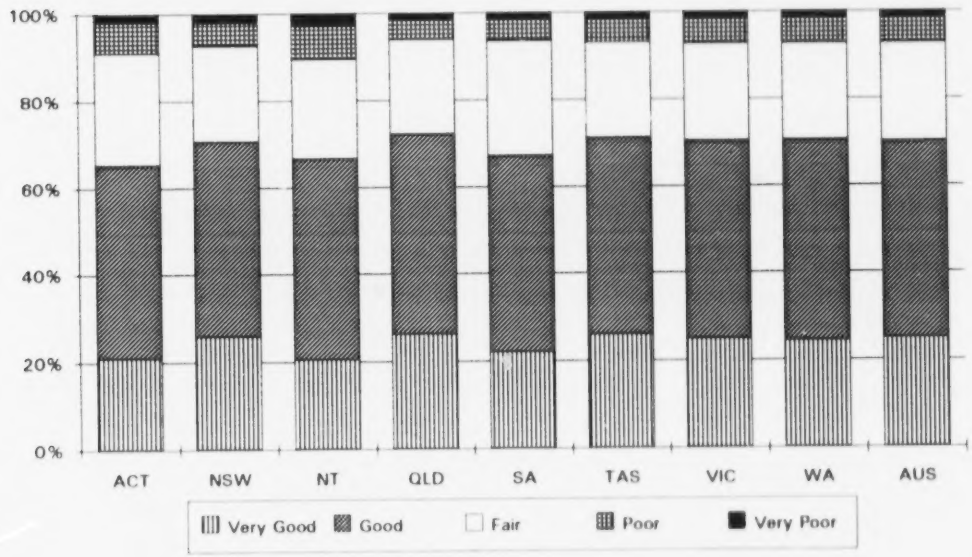
Graph 5.18
18.4 Content of this course e.g. relevance to job



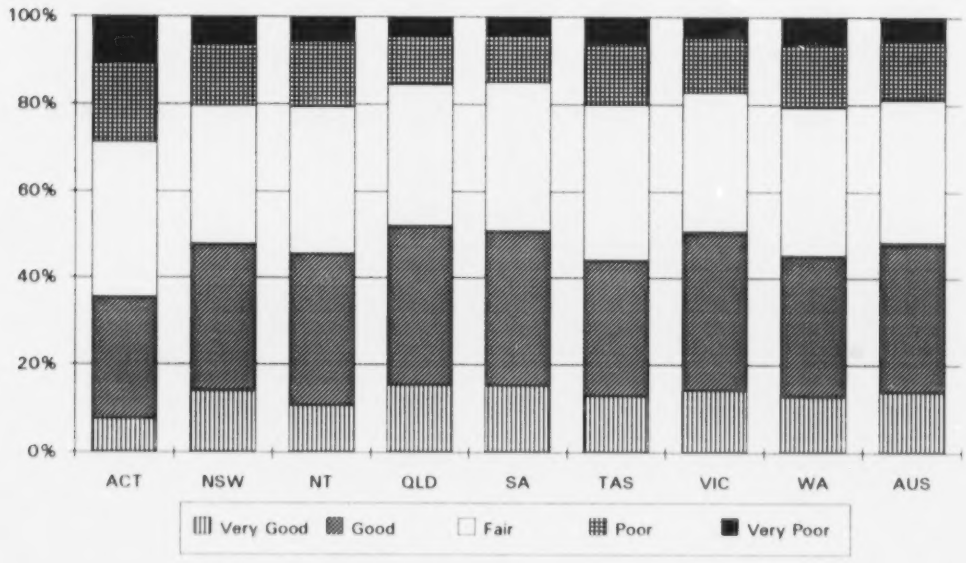
Graph 5.19
18.5 Length of course



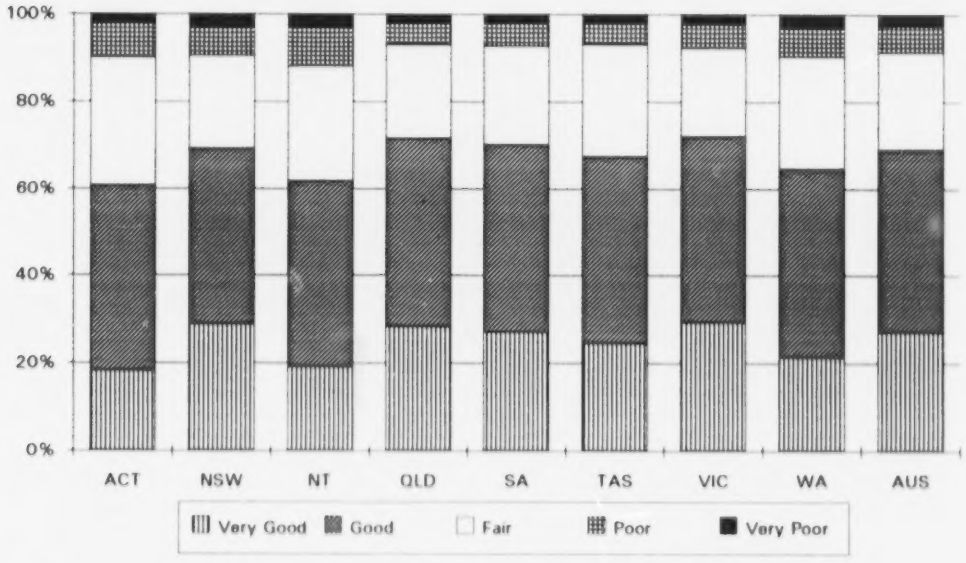
Graph 5.20
18.6 Balance of theory and practical



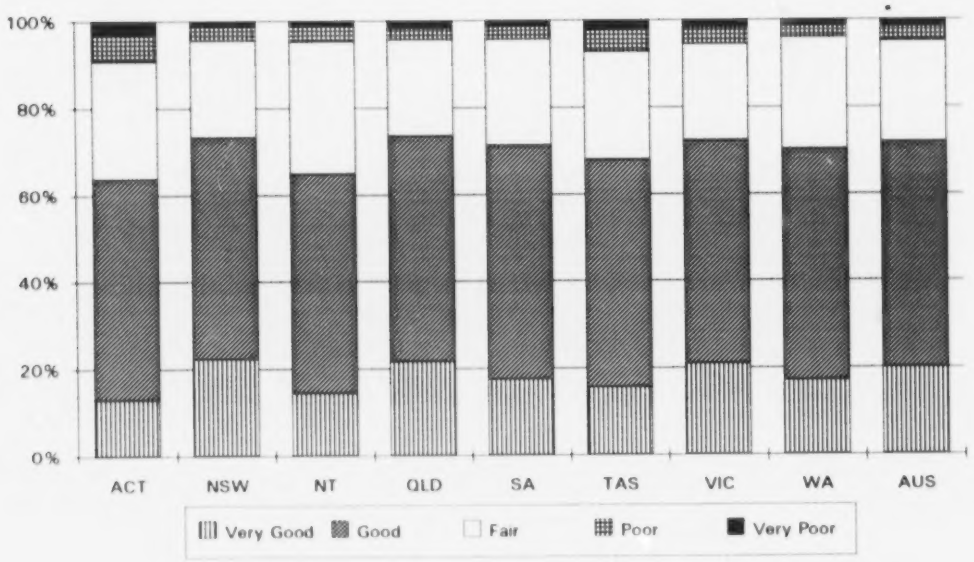
Graph 5.21
18.7 Availability of options and choices of subjects or modules



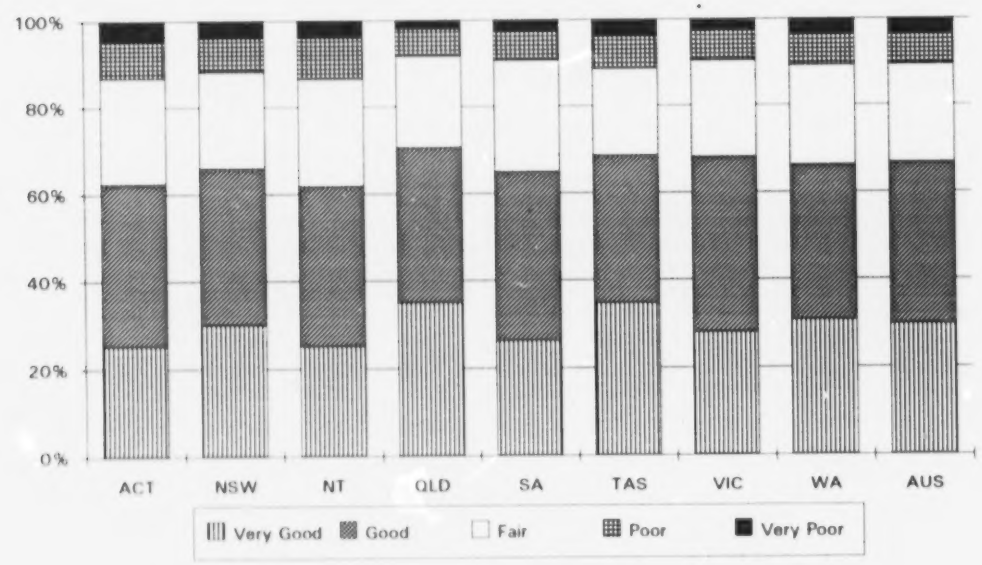
Graph 5.22
18.10 Printed materials—lesson notes



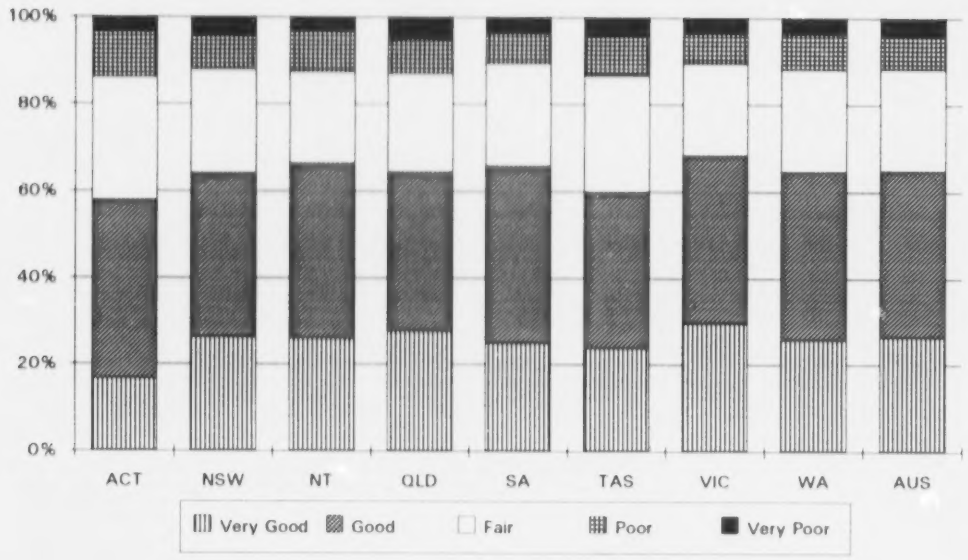
Graph 5.23
18.11 Assessments



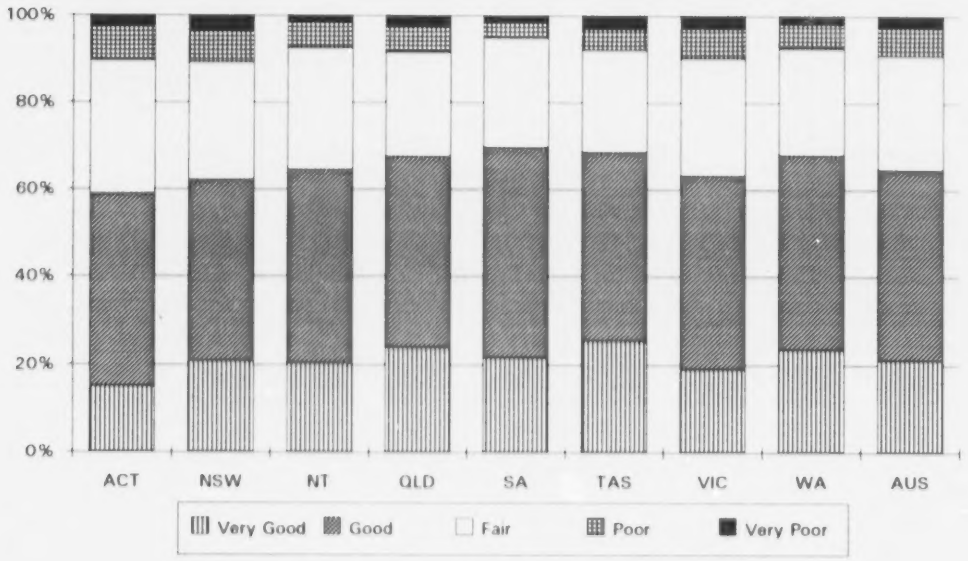
Graph 5.24
18.12 Equipment for practical skills



Graph 5.25
18.13 Library or learning resources



Graph 5.26
18.18 Lecture rooms and workshops



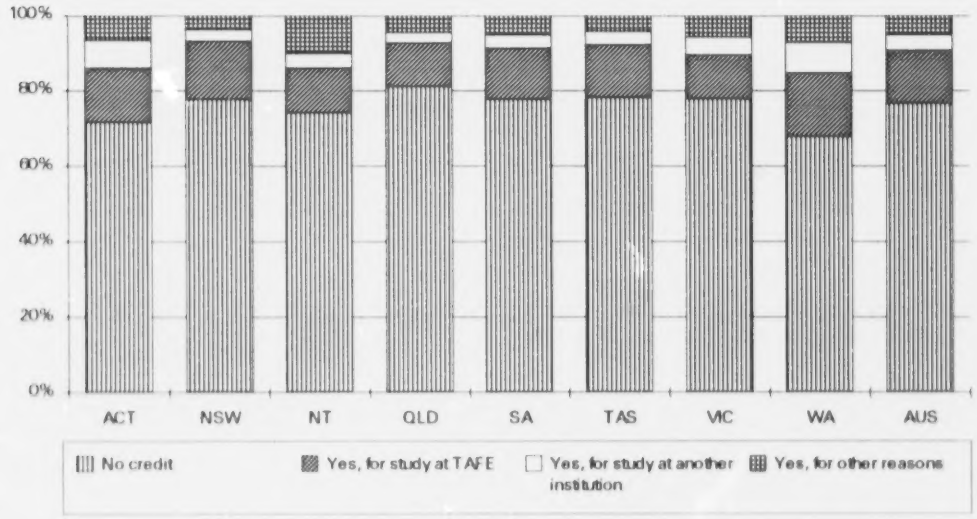
GOAL 3: OPPORTUNITIES AND OUTCOMES FOR INDIVIDUALS

OBJECTIVE 3.2 *Improve articulation among other education sectors.*

Performance measure

Recognition of prior education, training and experience: Level of satisfaction with skill recognition, CBT, credit granted and articulation—scoring student responses for question 14. See **Appendix 1** for results of related question 32 on exemption(s) granted for further study.

Graph 5.27
14 Received credit toward this course or exemption from any part

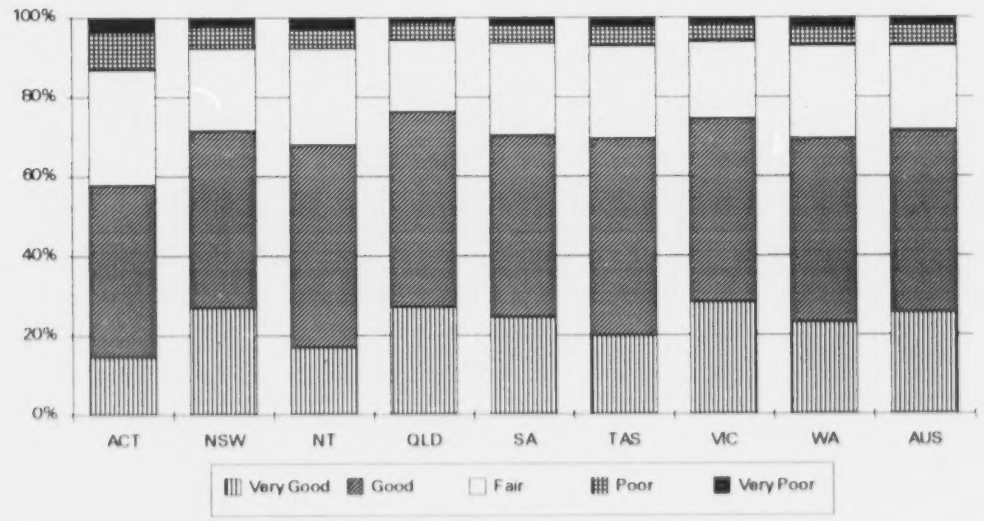


OBJECTIVE 3.3 *Provide greater opportunity for informed choice by individuals through improved career guidance arrangements for students.*

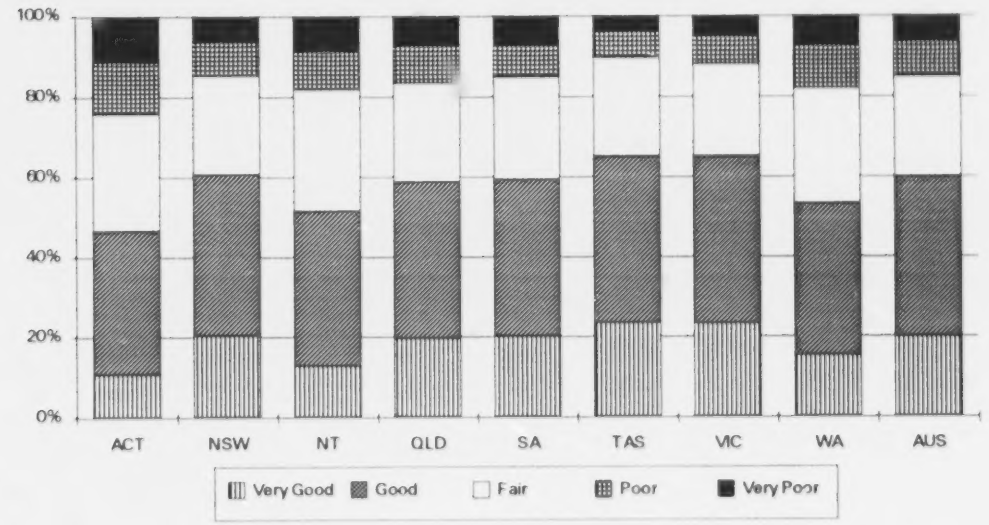
Performance measure

Student support services: Level of satisfaction with student support and advisory services relevant to disadvantaged students and for course and career information—scoring student responses for questions 18.8, 18.14, 18.15, 18.16, 18.17, 18.19, 18.20, 18.21, 18.22, 18.23 and 18.24.

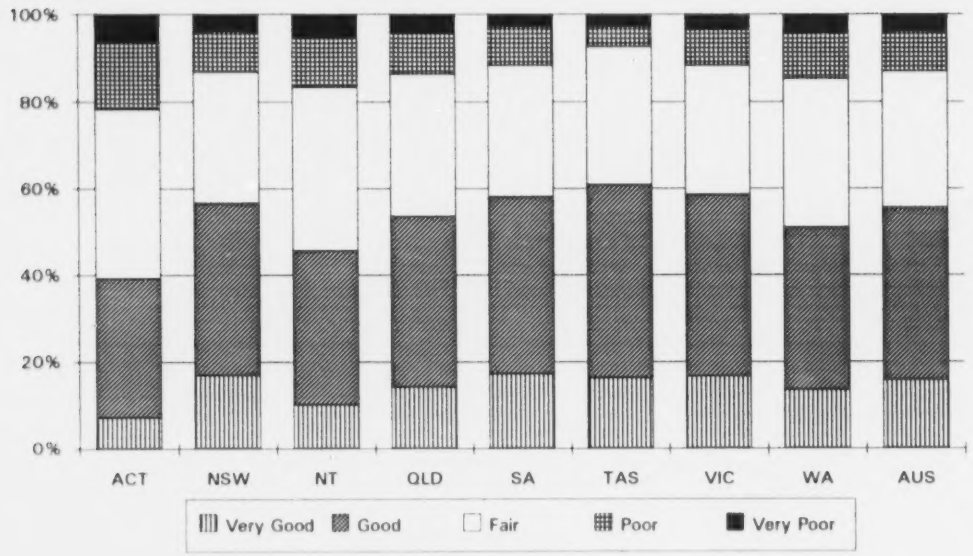
Graph 5.28
18.8 Time and day classes offered



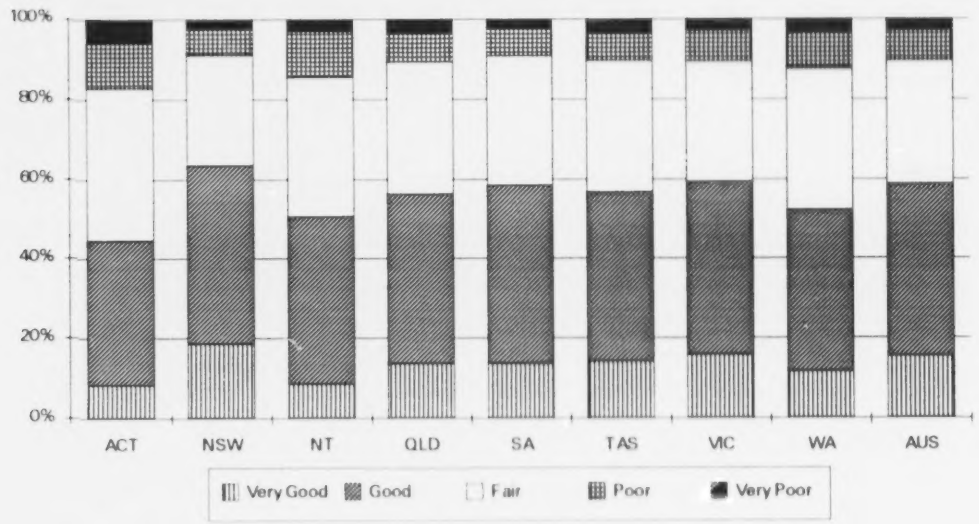
Graph 5.29
18.14 Administration e.g. handling enquiries, enrolment, fee payments, results



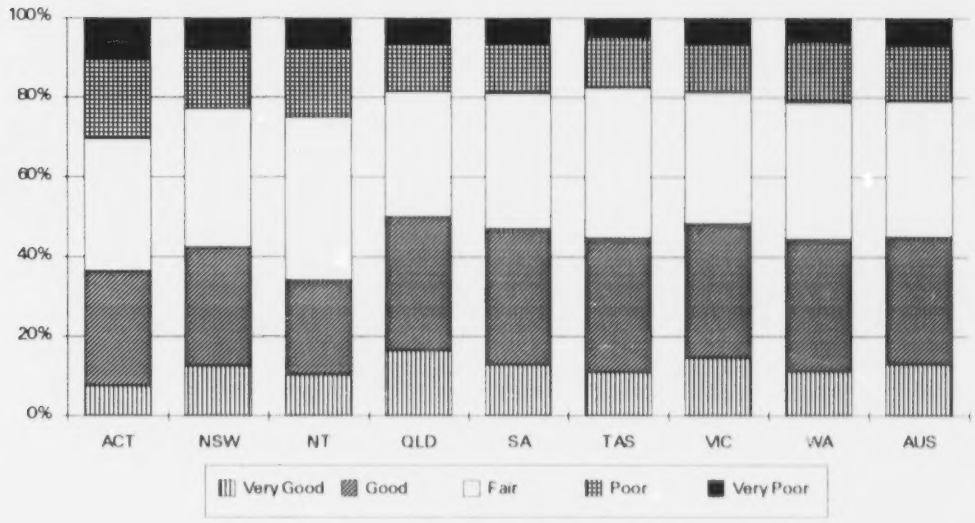
Graph 5.30
18.15 Help in selecting course and subjects or modules



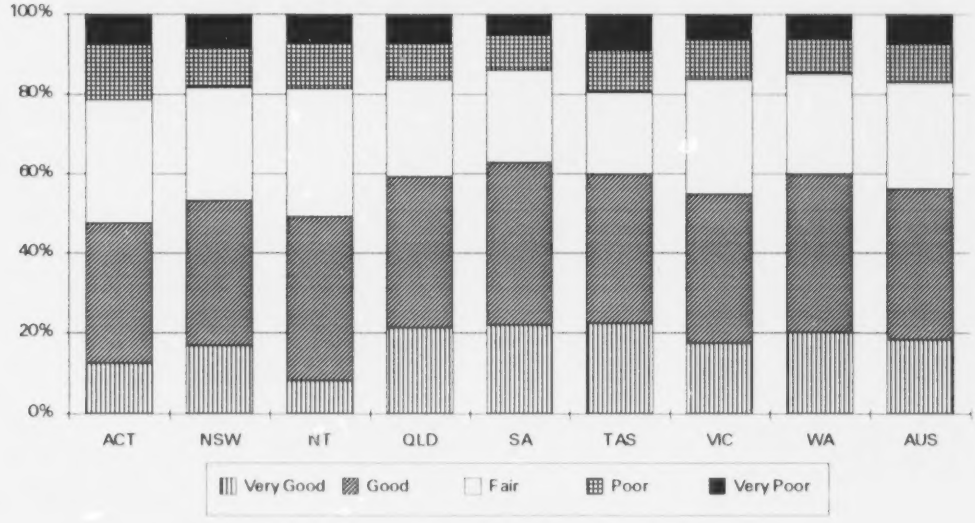
Graph 5.31
18.16 Information on assessment procedures



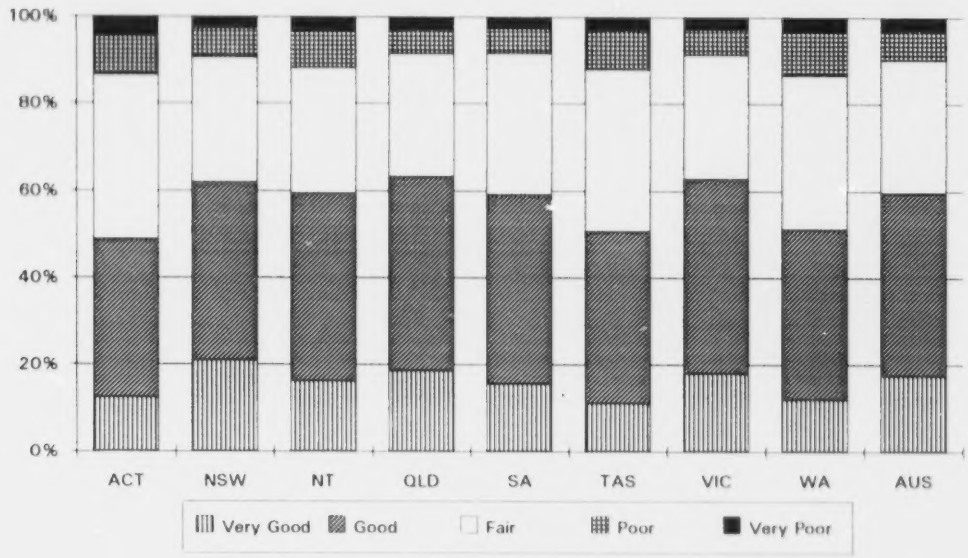
Graph 5.32
18.17 Information on career options or job



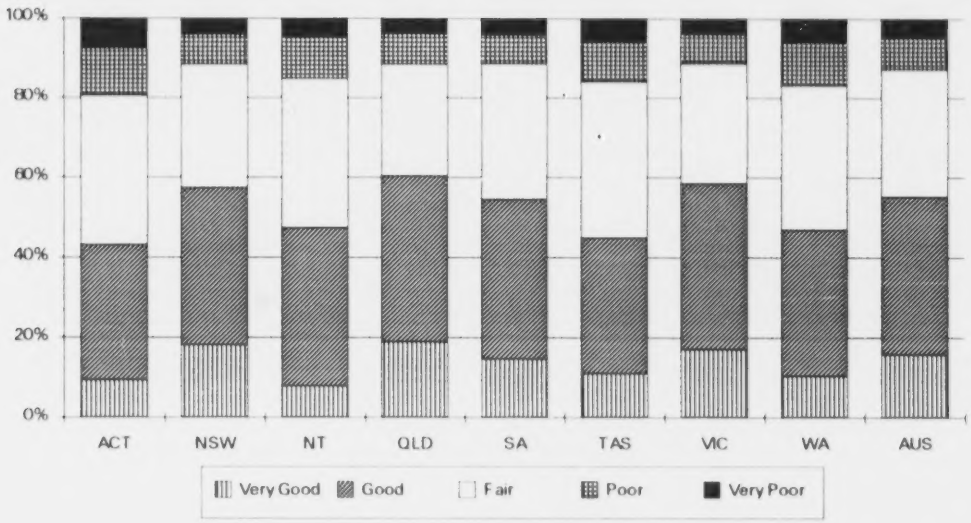
Graph 5.33
18.19 Cafeteria, recreational activities



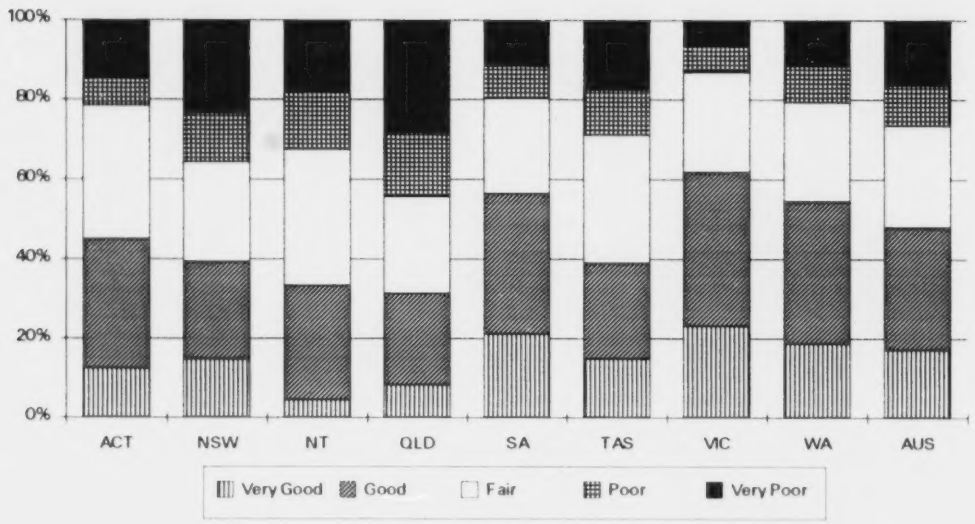
Graph 5.34
18.20 Help with study skills or English language



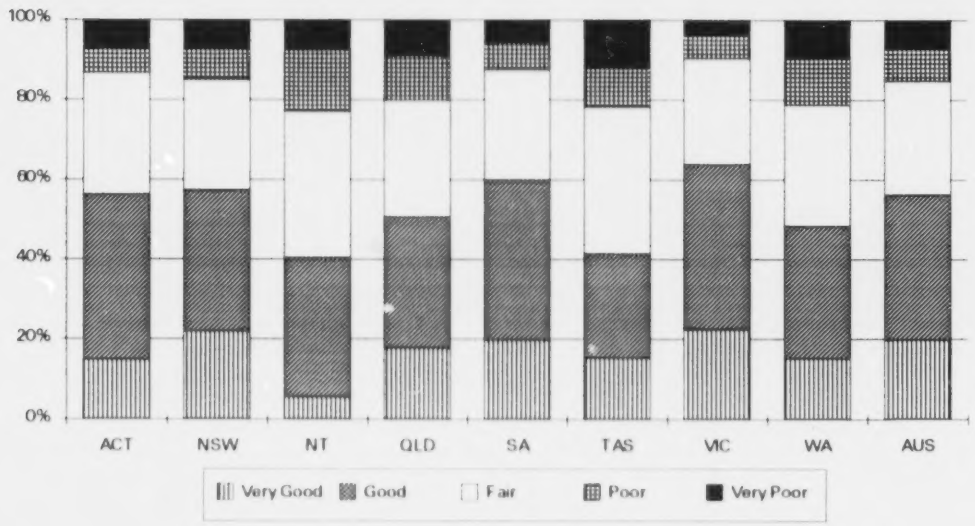
Graph 5.35
18.21 Counselling



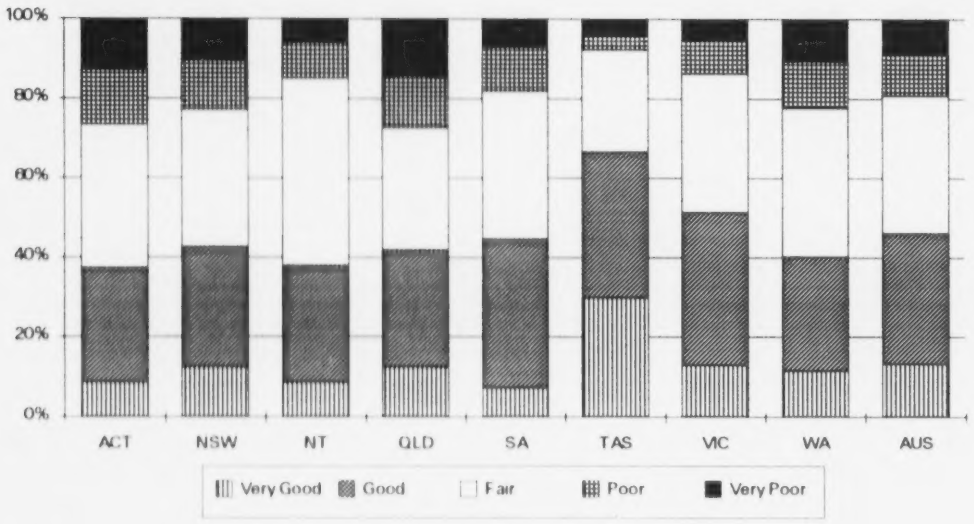
Graph 5.36
18.22 Childcare facilities



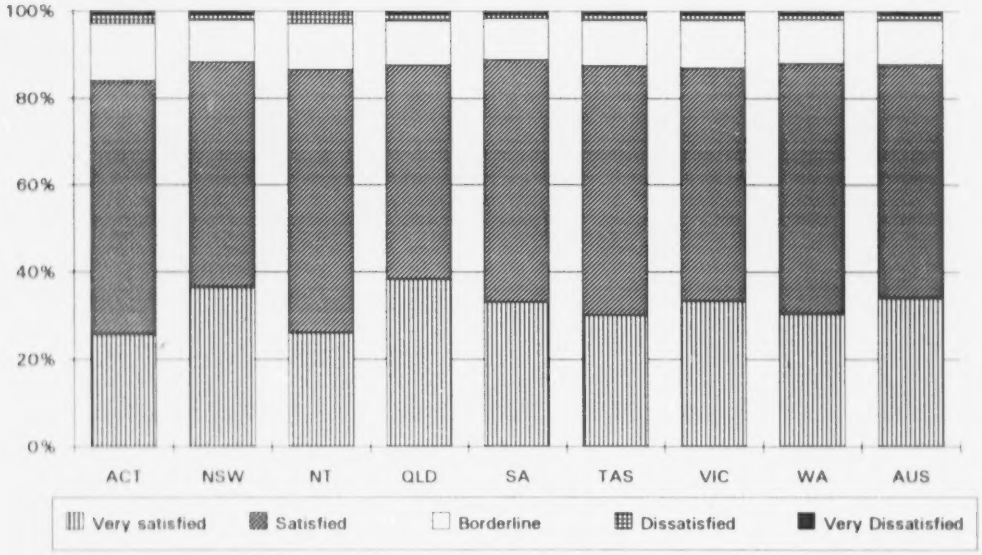
Graph 5.37
18.23 Support for disabled students



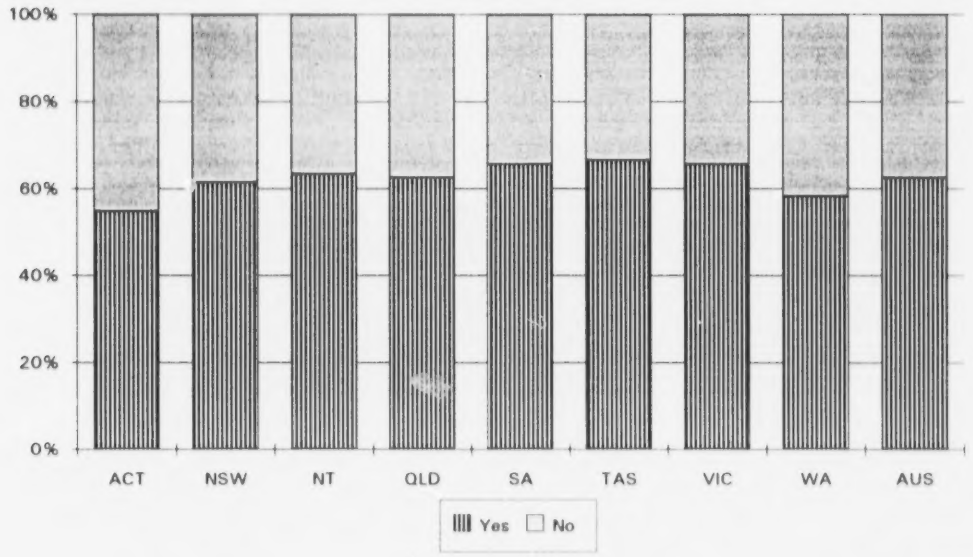
Graph 5.38
18.24 Accommodation



Graph 5.39
19 Overall satisfaction



Graph 5.40
20 Would any changes improve the course?

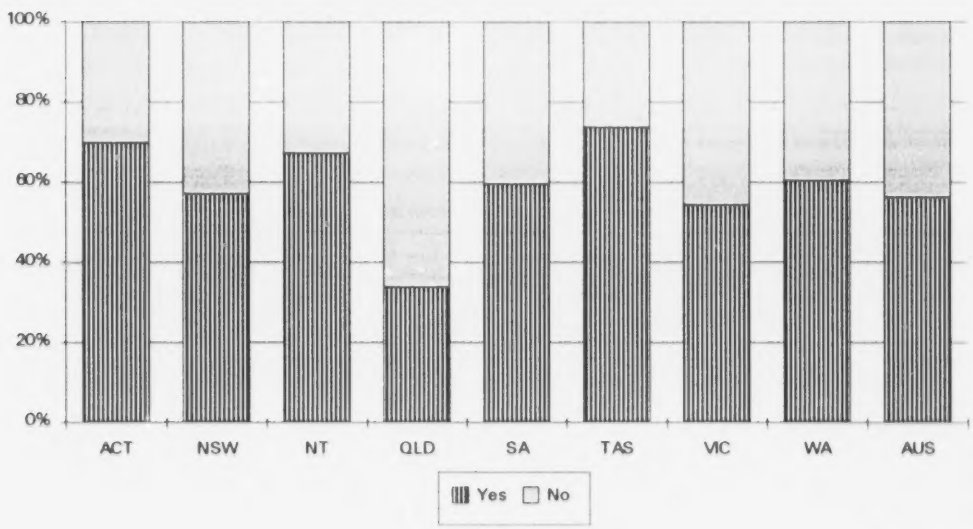


OBJECTIVE 3.4 *Provide adequate income support for individuals undertaking vocational education and training.*

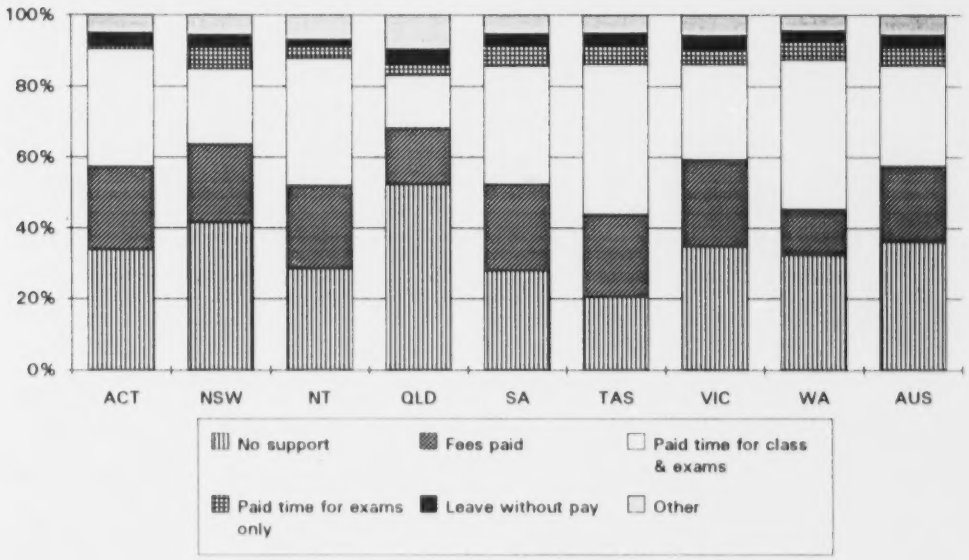
Performance measures

Student financial support: Adequacy of availability and level of income support and fee relief—scoring student responses for questions 11, 15, 16 and 17.

Graph 5.41
11.1 Regular paid work during the course



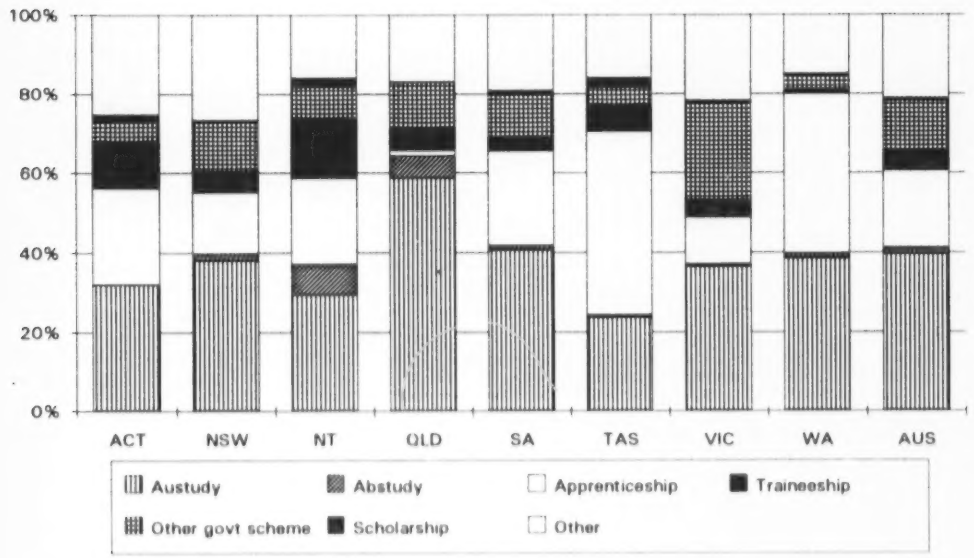
Graph 5.42
11.2 Support for studies from employer



Note: the percentages for support are of the respondents who had regular paid work during the course (i.e. answered 'Yes' to question 11.1) and multiple responses are included.

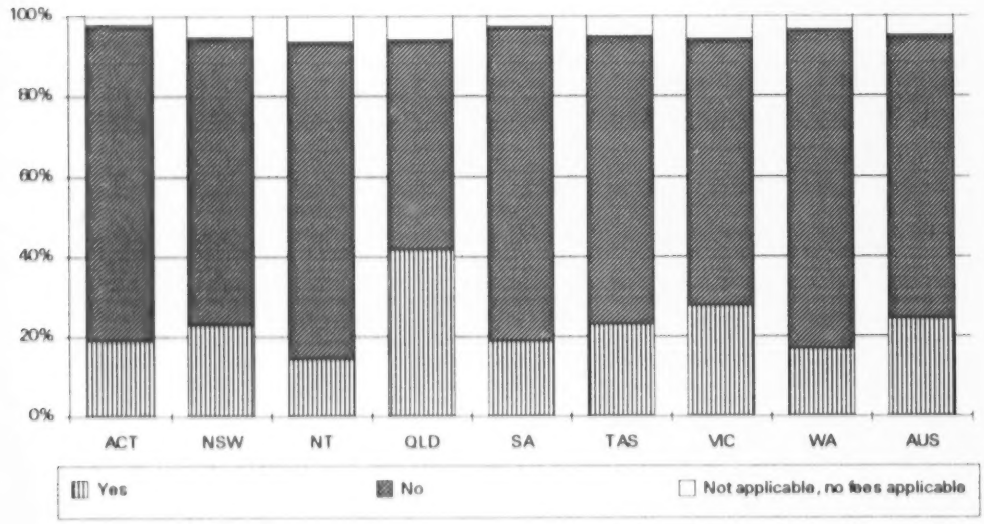
Nationally for those respondents who answered 'Other' approximately 1.5% indicated employer contribution without specifying, while 1.2% indicated traineeship or other government scheme. Approximately 0.6% specifically mentioned supply of materials or living away from home allowance.

Graph 5.43
15 Financial support for undertaking the course

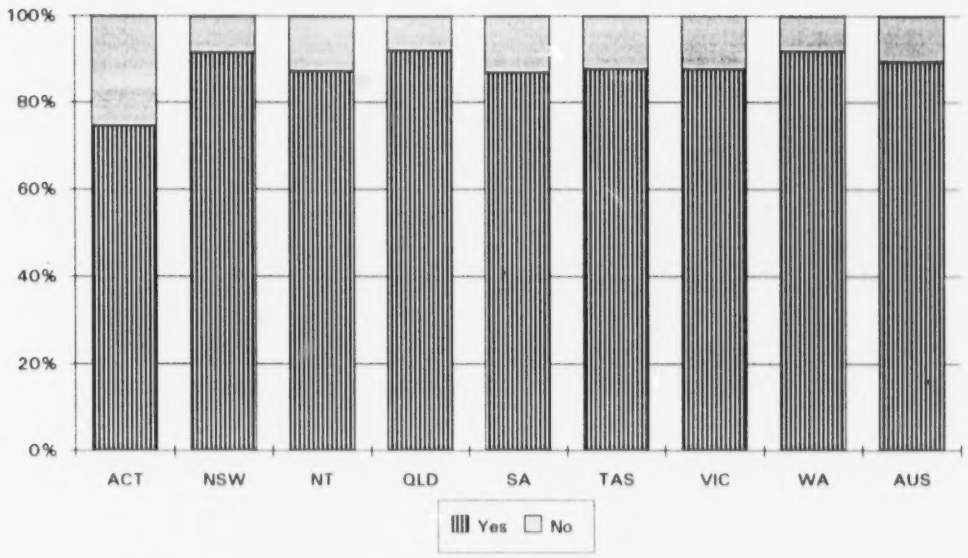


Note: nationally for those respondents who answered 'Other' approximately 3% indicated other government schemes such as Jobstart, with a small number being rehabilitation schemes, 3% indicated employer contributions, 1% parents, 1% personal income, and 1% no financial support.

Graph 5.44
16 Reduction or exemption from fees while studying this course



Graph 5.45
17 Was cost of course reasonable?



Note: nationally respondents who answered 'No' gave reasons which included approximately 6% describing fees as too high, while 2% mentioned lack of equipment or equipment expensive, 0.5% course contribution or duration and 0.4% the teacher.

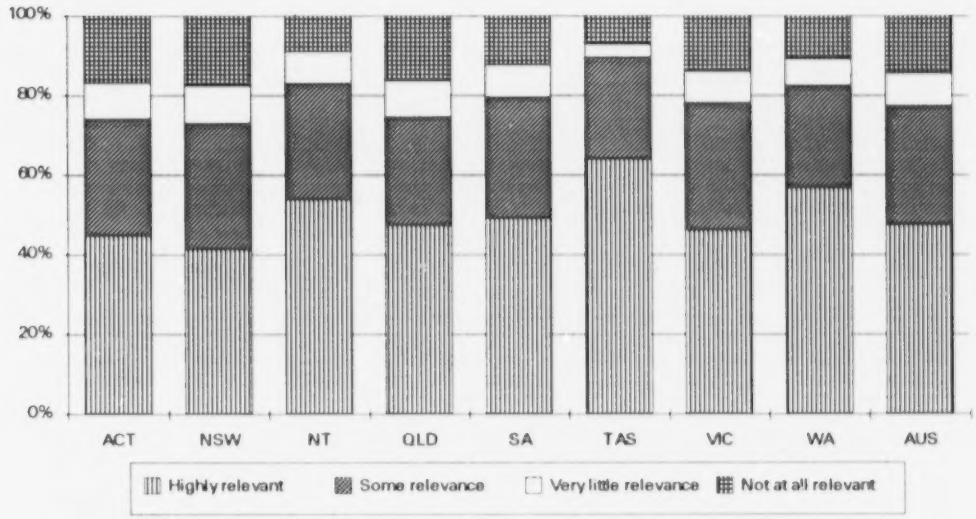
GOAL 4: THE NEEDS OF INDUSTRY

OBJECTIVE 4.3 *Provide open and flexible vocational and training opportunities to meet industry needs, particularly those arising from industry and award restructuring.*

Performance measures

Relevance of training: Level of satisfaction with relevance of training to employment and industry needs—scoring student responses to question 27.

Graph 5.46
27 Relevance of course to main job



Note: responses to question 12 are relevant to this e.g. in the national results 26% of respondents did the course to get a job, 12% to get a better job or promotion, 16% for extra skills for present job, and 12% as a requirement for present job. While 12% did the course to look at a different career, 6% to get into another course, 15% for personal development and 5% for interest (See Appendix 1).

Nationally only 68% of those with paid work were working in a job related to their course and approximately 16% were still seeking work related to their course (question 24).

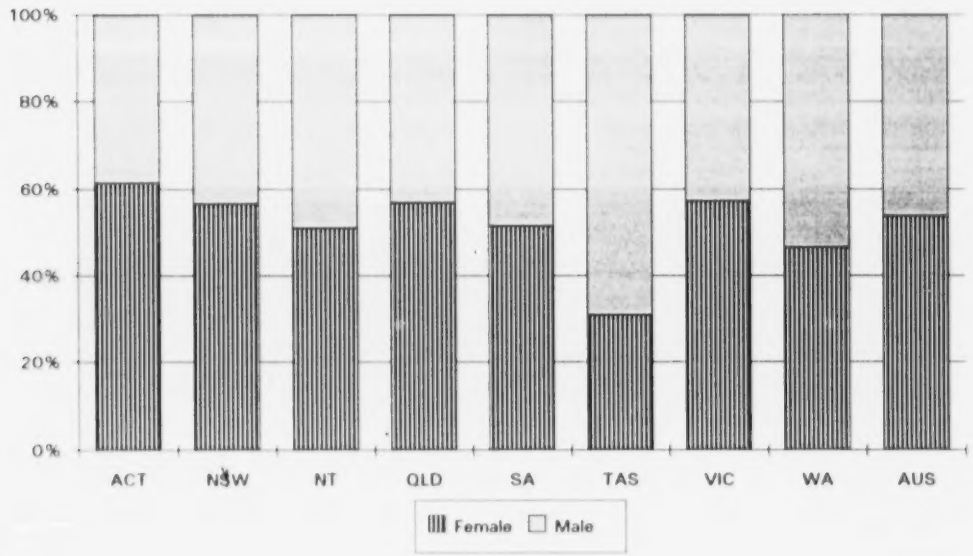
GOAL 5: EQUITY

OBJECTIVE 5.1 *Increase training opportunities and outcomes for disadvantaged groups, including:*

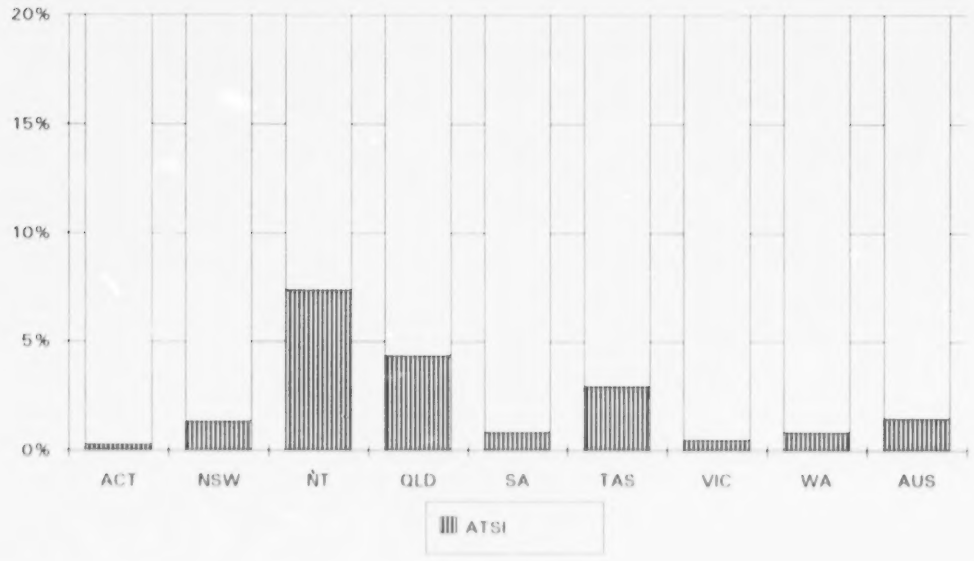
- *women*
- *people without social and functional skills in English language, literacy and*
- *numeracy*
- *people with disabilities*
- *Aboriginals and Torres Strait Islanders*
- *the unemployed*
- *people in rural areas*

Summary of responses from particular groups—scoring student responses for questions 34 and 37 to 41. (See diskette A, Appendix 3 for complete analysis for each group.)

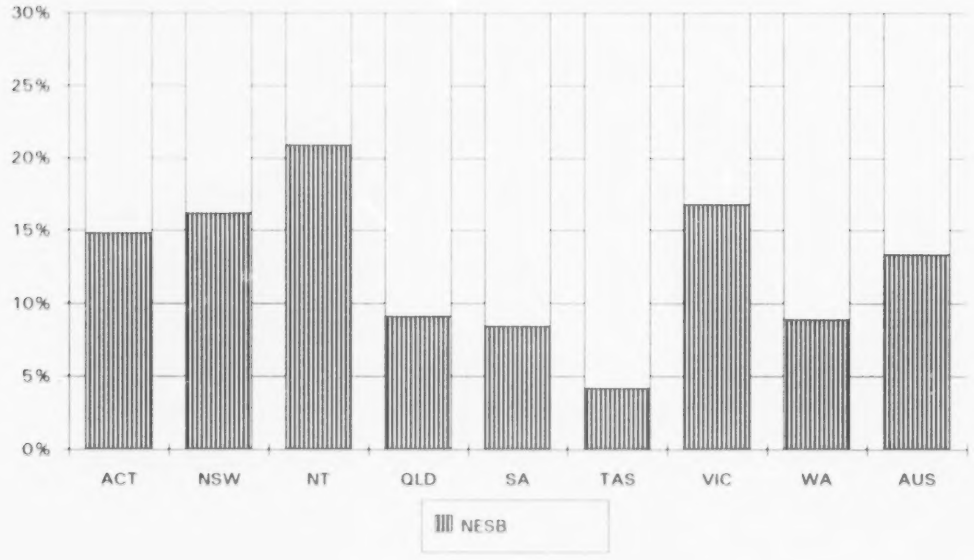
Graph 5.47
34 Female or male



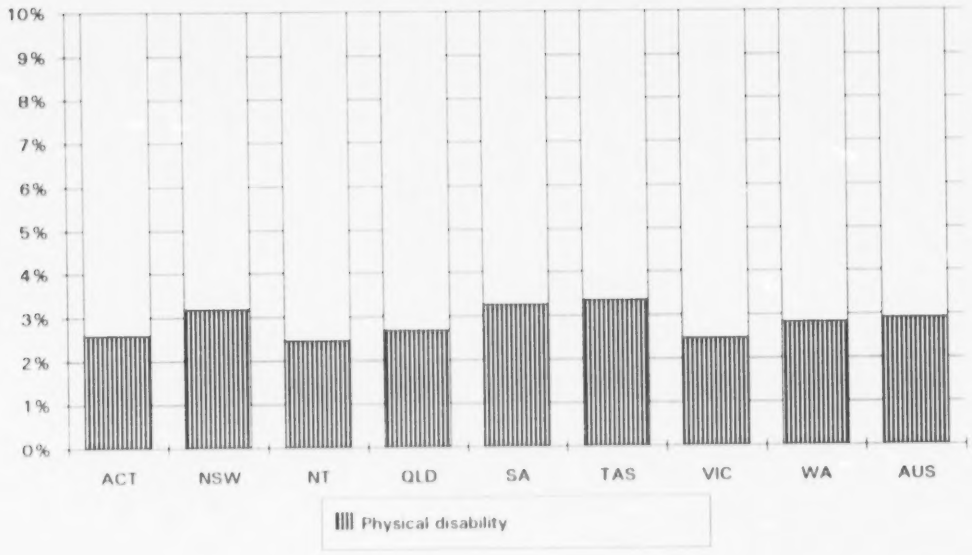
Graph 5.48
37 Aboriginal and Torres Strait Islander descent



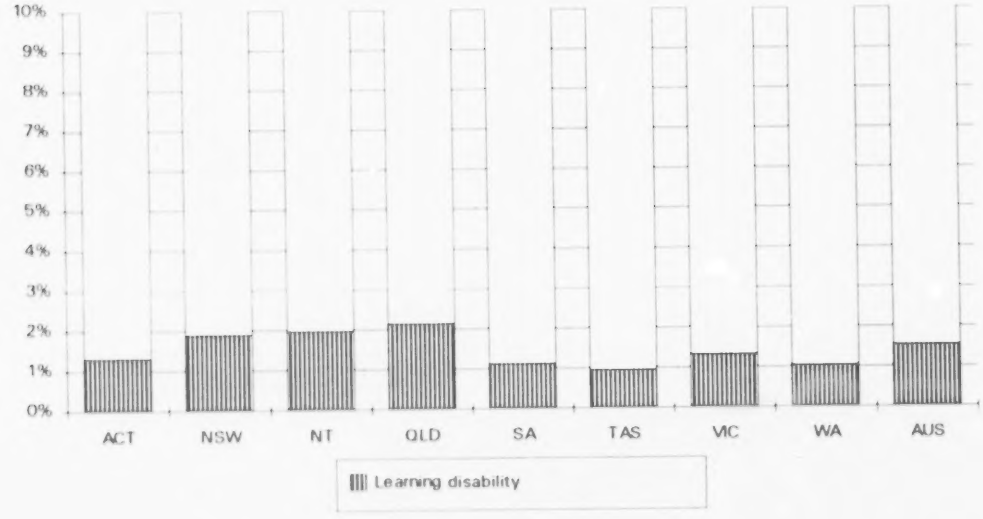
Graph 5.49
38 English not first langauge



Graph 5.50
39 Physical disability

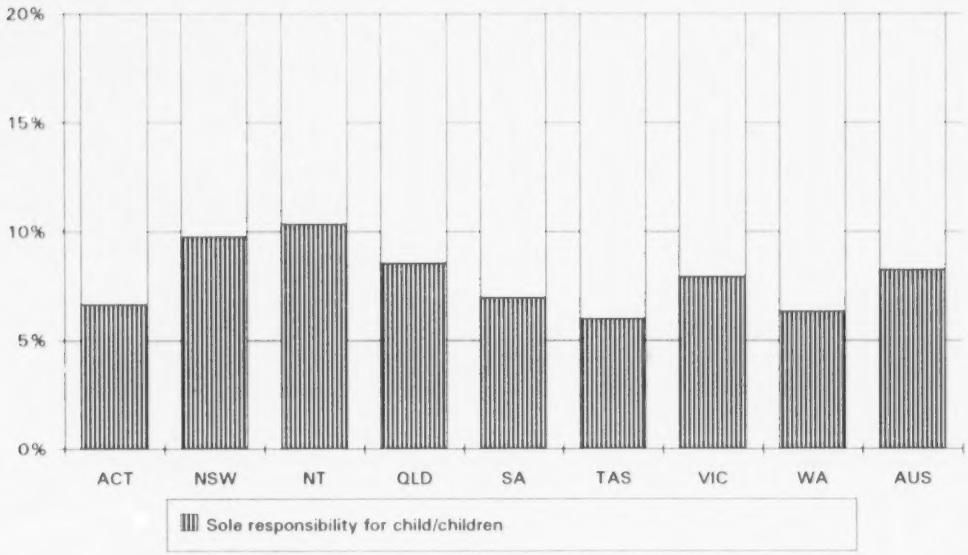


Graph 5.51
40 Learning disability



Note: 74 respondents indicated both physical and learning impairment (i.e. 20.2% of those respondents with a learning disability also indicated a physical disability and 10.6% of those respondents with a physical disability also indicated a learning disability).

Graph 5.52
41 Sole responsibility for supporting a child or children



6 Future plans

Further analysis will be possible from the national data e.g. by ASIC codes for industry information. The State and Territory TAFE systems or individual providers will further analyse the relevant raw data. The qualitative responses have not yet been analysed and the State and Territory TAFE systems will be responsible for this.

In 1992 more than 1.9 million students were enrolled in TAFE courses (see *Selected TAFE Statistics 1992*). The number of graduates from TAFE courses each year is not known exactly but with the implementation of AVETMISS it should be available in future years. The national client follow-up survey is designed to measure, from the recommended performance measures for the National Vocational Education System, those performance measures which can only be measured by student survey, in particular student satisfaction and destination (outcomes of training).

The 1993 pilot national client follow-up survey established some benchmarks for satisfaction and outcomes of training and will provide a base from which longitudinal studies can be carried out.

It is intended that an annual survey using a smaller sample will be conducted and States and Territories will contribute more financially to the survey in future years. Particular issues or industries might be selected in future years.

Consultation with the State and Territory TAFE systems for the 1994 survey will take place in the next few months, before the end of 1993. In addition it would be envisaged that the proportion of graduates from private providers and adult and community education centres in the sample would increase in 1994 and later years as AVETMISS is implemented.

Appendix 1

Summary of results:

1993 national client

follow-up survey

SUMMARY OF RESULTS: 1993 NATIONAL CLIENT FOLLOW-UP SURVEY

The 1993 National Client Follow-up Survey was the first national survey of graduates of vocational education in Australia. All eight State and Territory TAFE systems participated in the development of the survey which was managed by the National Centre of Vocational Education Ltd (NCVER). Several non-TAFE system providers also participated in the survey.

At the end of April 1993 a total of **61 120** graduates were posted a survey. At least 2182 questionnaires were recorded as undelivered and so the effective sample was 58 938. There were **25 330** responses received by 31 July which gives a response rate of 43%. 1780 courses, 207 providers, all States, Territories, fields of study, streams and award categories are represented.

The results are provided below as the **percentage** of the total respondents who responded. Please note that percentages may not add up to 100% as some respondents chose not to reply to some questions. Not all questions have been fully analysed hence those questions, and others which require a qualitative answer, have not been included here.

SECTION 1 - ABOUT YOU AND YOUR COURSE

3 When did/will you **complete** the course shown above?

YEAR OF COMPLETION OF COURSE

1991	10%
1992	77%
1993	6%

4 (b) Did you attend *most* classes at the same location as you enrolled?

72%	*Yes*
22%	*No*
3%	*Not applicable - external study*

5 Did you study the above course full- or part-time? If you changed during the course answer for the major part of the course.

45%	*Full-time*
55%	*Part-time*

6 Which *one* **best** describes your participation in this course?

88%	*Attended classes at college/centre every week*
1%	*Attended classes in the workplace*
8%	*Attended classes in block release*
1%	*Did not attend classes - external study*

7 Which *one* **best** describes the times classes were held?

31%	*During the day - in school hours only*
26%	*During the day - in business hours*
24%	*During the evening - after 5 pm*
16%	*During the day and evening*
1%	*During the weekend*
2%	*Not applicable - external study only*

8 What is the **highest** level you completed at school?

48%	*Year 12*
16%	*Year 11*
26%	*Year 10*
7%	*Less than Year 10*
0.3%	*Still at school*

74

9 What is the **highest** qualification you obtained **before you began this course**? Note: multiple responses allowed.

12%	*Trade qualification or apprenticeship*
18%	*Certificate*
4%	*Advanced Certificate*
2%	*Associate Diploma*
3%	*Diploma*
6%	*University degree, Graduate diploma or higher*
6%	*Other post secondary course*
51%	*None - no other course since leaving school*

10 **During the six months before** you began this course what was your position: *Please answer all of parts (a), (b) & (c)*

(a) *I was at*	*School*	24%	
	TAFE	11%	
	University	2%	
	other	45%	
(b) *I was studying*	*Yes*	34%	
	No	46%	
If *Yes*, was it	*full-time?*	25%	
	part-time?	9%	
(c) *I had paid work*	*Yes*	54%	
	No	34%	
If *Yes*, was the work	*full-time?*		35%
	part-time?		8%
	casual?		10%
	self-employed/freelance?		3%

Note: multiple responses allowed.

If *No*, were you

Not working but seeking paid work?	15%
Not seeking paid work because of	
parental or household duties?	9%
other reason?	11%

11 **During this course** did you have regular paid work?

Yes	56%
No	43%

If *Yes*, what kind of support for your studies did you receive from your employer? Note: multiple responses allowed.

25%	*None*
14%	*Payment of compulsory fees*
19%	*Paid time off to attend classes and examinations*
3%	*Paid time off to attend examinations only*
2%	*Leave without pay*
4%	*Other*

SECTION 2 - SATISFACTION WITH THE COURSE IN Q1

NCVER

12 What was your **main** reason for undertaking the course listed in question 1?

Note: multiple responses allowed.

- 26% *To get a job or self-employment*
- 12% *To get a better job or promotion*
- 16% *To get extra skills for present job*
- 12% *It was a requirement of my job*
- 12% *To try for a different career*
- 6% *To get into another course of study*
- 15% *For personal development*
- 5% *For interest or recreation*
- 3% *Other*

Did the course help you achieve this?

- 76% *Yes*
- 20% *No*

---

13 What was the method of delivery for this course?

Note: multiple responses allowed.

- 93% *Lectures/teacher in front of class*
- 19% *Self paced*
- 16% *Computer aided instruction*
- 30% *Other technology aided instruction eg video, TV, radio, telephone, fax*
- 11% *Other*

---

14 Did you receive any credit toward this course or exemption from any part of this course?

- 74% *No*
- 14% *Yes, for study at TAFE*
- 4% *Yes, for study at another institution*
- 5% *Yes, for other reasons*

---

15 Did you receive financial support for undertaking this course from any of the following?

Note: multiple responses allowed.

- 20% *Austudy*
- 1% *Abstudy*
- 10% *Apprenticeship*
- 2% *Traineeship*
- 7% *Other government scheme eg Newstart*
- 0% *Scholarship or cadetship*
- 11% *Other*

---

16 Did you receive any reduction of fees or exemption from fees while studying this course?

- 24% *Yes*
- 69% *No*
- 5% *Not applicable, no fees required*

---

17 In general, do you consider the costs of the course were reasonable for what you received?

- 87% *Yes*
- 10% *No*

18 **Please rate the following aspects of this course.**

Note: *If the different parts of your course have varied a great deal, please try to give an 'overall' rating.*

For each aspect below tick one box corresponding to:

[1] *Very good* [2] *Good* [3] *Fair* [4] *Poor* [5] *Very poor* [N] *Not relevant*

		1	2	3	4	5	N
	Teachers or lecturers for this course						
1	*Knowledge of content*	47	42	9	1	0	0
2	*Teaching skills*	29	45	20	3	1	1
3	*Ability to relate to students*	33	41	19	3	1	1
	Organisation of this course						
4	*Content eg relevant to job*	29	40	20	4	1	3
5	*Length of course*	19	51	22	4	2	1
6	*Balance of theory and practical*	24	44	22	5	2	2
7	*Availability of options or choice of subjects/modules*	11	28	27	11	5	16
8	*Time and day classes offered*	24	42	20	5	2	6
9	*Amount of contact with teacher*	33	43	18	3	1	1
10	*Printed materials - lesson notes*	27	41	22	6	3	1
11	*Assessments*	19	50	22	3	1	1
12	*Equipment for practical skills*	27	34	21	7	3	7
13	*Library or learning resources*	25	36	21	7	4	5
	Services/facilities at College/Centre you attended for this course						
14	*Administration eg handling enquiries, enrolment, fee payments, results*	19	39	25	8	6	1
15	*Help in selecting course and subjects/modules*	13	32	25	7	3	17
16	*Information on assessment procedures*	24	40	29	7	3	5
17	*Information on career options or jobs*	11	26	27	11	6	17
18	*Lecture rooms and workshops*	20	41	25	6	3	3
19	*Cafeteria, recreational activities*	17	34	24	9	7	8
20	*Help with study skills/English language*	10	25	18	4	2	36
21	*Counselling*	8	20	17	4	2	42
22	*Childcare facilities*	5	8	7	3	4	63
23	*Support for disabled students*	7	12	9	3	2	57
24	*Accommodation*	3	7	7	2	2	68

---

19 *In general, how satisfied were you with this course?*

- 34% *Very satisfied*
- 53% *Satisfied*
- 10% *Borderline*
- 2% *Dissatisfied*
- 1% *Very dissatisfied*

---

20 Would any other subject, activity or service have improved this course?

- 59% *No*
- 35% *Yes*

SECTION 3 - EMPLOYMENT STATUS ON 30 APRIL 1993

Questions 21 to 28 relate to your paid work on 30 April 1993. This includes being self-employed or having accepted a job or commission to start in 1993.
Note: If more than one job please refer to your main job.

21 On 30 April did you have any paid work?

67% *Yes*
30% *No*

If *Yes*, was the work

49% *full-time?*
14% *part-time?*
4% *self-employed/freelance?*

Note: multiple responses allowed.

If *No*, were you

Not working but seeking paid work? 14%
Not seeking paid work because of
parental or household duties? 5%
other reason? 8%

---

22 On 30 April what were your employment conditions?

47% *Permanent or more than 12 months*
6% *Short-term contract (up to 12 months)*
12% *Casual*

Note: multiple responses allowed.

---

24 On 30 April was your main job **related to the course** listed in question 1?

45% *Yes*
22% *No*

If *No*, are you seeking work related to this course?

11% *Yes*
11% *No*

---

26 Is this a new or a different job from one you may have had before you began the course listed in Question 1?

31% *Yes, a new or different job*
37% *No, same job*

If *Yes* what part did this course play in your gaining this job?

14% *A large part*
9% *Some part*
10% *No part at all*

---

27 How relevant is what you studied in the course listed in Question 1 to your main job on 30 April?

32% *Highly relevant*
20% *Some relevance*
6% *Very little relevance*
10% *Not at all relevant*

28 **To help code the industry in which you are employed or self-employed and to provide information for career counsellors and course planners, please answer all the following questions about your work.**

(a) Type of business carried out by your employer (or you)

ASIC coded industry		%
01 - 04.	Agriculture, forestry, fishing, hunting	3
10 - 16.	Mining	1
20 - 34.	Manufacturing	17
35 - 37.	Electricity, gas, water	2
40 - 42.	Construction	8
45 - 48.	Wholesale, retail trade	14
50 - 58.	Transport, storage	3
59.	Communication	1
60 - 63.	Finance, property, business, services	9
70 - 72.	Public administration, and defence	7
80 - 84.	Community services	21
90 - 94.	Recreation, personal, other services	12
99.	Non-classifiable	1

(b) Your occupation or full job title

ASCO coded occupation	%
1. Managers and administrators	6
2. Professionals	9
3. Paraprofessionals	9
4. Tradespersons	29
5. Clerks	18
6. Salespersons and personal service workers	17
7. Plant and machine operators, and drivers	2
8. Labourers and related workers	8
9. Non-classifiable	2

(d) Number of employees in the organisation for which you worked on 30 April (include all staff in all sections of the company - office, service, workshop, professional staff.)

21% *10 or less employees*
8% *11 to 20 employees*
13% *21 to 100 employees*
25% *More than 100 employees*

(h) On 30 April what was your gross (pre-tax) average weekly earnings for your main job?

13% *$200 or less per week*
18% *$201 - 350 per week*
19% *$351 - 500 per week*
15% *$501 - 1000 per week*
1% *More than $1000 per week*

(i) On 30 April if your main job is full-time is this your first full-time job (other than vacation jobs)?

23% *Yes*
34% *No*

SECTION 4 - FURTHER STUDIES

29 Since the course in question 1 was undertaken, have you enrolled in any other course(s)?

38% *Yes*
6% *No, but I will enrol in a different course in 1993*
9% *No, but I will enrol in a different course in 1994*
43% *No*

Only answer questions 30 to 32 if now enrolled or intending to enrol in a different course.

30 (b) At which type of institution have you enrolled, or will you enrol, for this course?

1% *Senior college*
34% *TAFE*
9% *University*
1% *Adult or community education centre*
1% *Private provider*
1% *Other*

(e) Do you plan to study this course

14% *full-time?*
31% *part-time?*

(f) Which of the following **best** describes your current or anticipated participation in this course?

38% *Attend classes at college or centre every week*
2% *Attend classes in block release*
1% *Attend classes in the workplace*
4% *Do not attend classes - external study*

31 How relevant is what you studied in the course listed in question 1 to the course listed in question 30?

25% *Highly relevant*
13% *Some relevance*
3% *Very little relevance*
5% *Not at all relevant*

32 Did you receive credit toward the course listed in question 30 (or exemption from any part of it), as a result of your previous course listed in question 1?

14% *Yes - exemption(s) granted*
4% *No - exemption(s) applied for but not granted*
3% *Don't know - exemptions applied for but still under consideration*
24% *Not applicable - no application made*

SECTION 5 - ABOUT YOU

34 Are you
53% *Female?*
46% *Male?*

35 Country of birth
77% *Australia*
19% *Other*

36 Place of permanent residence
92% *Australia*
0.4% *Overseas*

The following information will be of great assistance in determining whether the needs of particular groups within the community are being met.

37	Are you of Aboriginal or Torres Strait Islander descent?	1.4%	*Yes*
		93.3%	*No*
38	Is English your first language?	84.5%	*Yes*
		13.0%	*No*
39	Do you have a physical disability?	2.8%	*Yes*
		92.2%	*No*
40	Do you have a learning disability?	1.4%	*Yes*
		93.3%	*No*
41	Do you have sole responsibility for supporting a child/children?	7.8%	*Yes*
		87.0%	*No*

SECTION 6 - YOUR COMMENTS

This National Client Follow-up Survey was funded through the national Committee on TAFE and Training Statistics (COTTS) as part of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). Use of the information in this report should acknowledge the role of COTTS as major funding body (through the TAFE national project NATMISS), NCVER as managing agent, and the State and Territory TAFE authorities for their co-operation and contribution.

Enquiries about this report or the survey should be addressed to:

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252 Kensington Road, Leabrook, South Australia 5068

Telephone (08) 332 7822 Facsimile (08) 332 3988

NATMISS

NATIONAL CLIENT FOLLOW-UP SURVEY

NCVER

SECTION 1 – ABOUT YOU AND YOUR COURSE

1 Our records show that in 1992 you completed the course described below:

Office use only

Course number

College or Provider code

State code

Survey number

If our records are not correct, can you please give the full name and course number of the course you did complete in the space provided.

COURSE NAME: _____

COURSE NUMBER: _____

INSTRUCTIONS
- Use blue/black pen only.
- Make heavy marks that fill oval completely.
- Make no stray marks.

RIGHT ⬭ ● ⬭ ⬭

WRONG ✓ ✗ ⬭ ⊖

MONTH (example only) 07

Fill in corresponding ovals as well as number.

2 When did you **first** enrol in the course shown above?

MONTH (eg January = 01) YEAR 19__

3 When did/will you **complete** the course shown above?

MONTH (eg January = 01) YEAR 19__

4 (a) At which college/centre did you *first* enrol for the above course?

Office use

(b) Did you attend *most* classes at the same location?

⬭ *Yes* ⬭ *No*

⬭ *Not applicable – external study*

If **No**, *specify college/centre*

Office use

5 Did you study the above course full or part-time? If you changed during the course answer for the major part of the course.

⬭ *Full-time* ⬭ *Part-time*

6 Which *one* best describes your participation in this course?

⬭ *Attended classes at college/centre every week*
⬭ *Attended classes in the workplace*
⬭ *Attended classes in block release*
⬭ *Did not attend classes - external study*

7 Which of the following **best** describes the times classes were held? (Please mark one only)

⬭ *During the day - in school hours only*
⬭ *During the day - in business hours*
⬭ *During the evening - after 5 pm*
⬭ *During the day and evening*
⬭ *During the weekend*
⬭ *Not applicable - external study*

8 What is the **highest** level you completed at school?

⬭ *Year 12*
⬭ *Year 11*
⬭ *Year 10*
⬭ *Less than Year 10*
⬭ *If still at school, please specify Year Level* .....

9 What is the **highest** qualification you obtained **before you began this course?** (Please mark one only)

⬭ *Trade qualification or Apprenticeship*
⬭ *Certificate*
⬭ *Advanced Certificate*
⬭ *Associate Diploma*
⬭ *Diploma*
⬭ *University degree, Graduate Diploma or higher*
⬭ *Other post secondary course*
⬭ *None – no other course since leaving school*

10 **During the six months before** you began this course what was your position?

(a) I was at

School	⬭ *Yes*	⬭ *No*
TAFE	⬭ *Yes*	⬭ *No*
University	⬭ *Yes*	⬭ *No*
other	⬭ *Yes*	⬭ *No*

(b) I was studying

⬭ *Yes* ⬭ *No*

If **Yes**, *was it*
⬭ *full-time?*
⬭ *part-time?*

(c) I had paid work

⬭ *Yes* ⬭ *No*

If **Yes**, *was the work*
⬭ *full-time?*
⬭ *part-time?*
⬭ *casual?*
⬭ *self-employed /freelance?*

If **No**, *were you*
⬭ *Not working but seeking paid work?*
Not seeking paid work because of:
⬭ *Parental or household duties?*
⬭ *Other reason?*

11 **During this course** did you have regular paid work?

⬭ *Yes* ⬭ *No*

If **Yes**, what kind of support for your studies did you receive from your employer? Mark **all** those which apply.

⬭ *None*
⬭ *Payment of compulsory fees*
⬭ *Paid time off to attend classes and examinations*
⬭ *Paid time off to attend exams only*
⬭ *Leave without pay*
⬭ *Other* .....

31649

SECTION 2 - SATISFACTION WITH THE COURSE IN Q1

NCVER

12 What was your **main** reason for undertaking the course listed in question 1? (Please mark one only)

- ○ *To get a job or self-employment*
- ○ *To get a better job or promotion*
- ○ *To get extra skills for my present job*
- ○ *It was a requirement of my job*
- ○ *To try for a different career*
- ○ *To get into another course of study*
- ○ *For personal development*
- ○ *For interest or recreation*
- ○ *Other, please say why*

Did the course help you achieve this?

- ○ *Yes*
- ○ *No, please say why*

13 What was the method of delivery for this course? (Mark **all** those which apply to this course)

- ○ *Lectures/teachers in front of class*
- ○ *Self paced*
- ○ *Computer aided instruction*
- ○ *Other technology aided instruction eg. video, TV, radio, telephone, fax*
- ○ *Other, please say what*

14 Did you receive any credit toward this course or exemption from any part of this course?

- ○ *No*
- ○ *Yes, for study at TAFE*
- ○ *Yes, for study at another institution*
- ○ *Yes, for other reasons*

15 Did you receive financial support for undertaking this course from any of the following? (Mark **all** those which apply to this course)

- ○ *Austudy*
- ○ *Abstudy*
- ○ *Apprenticeship*
- ○ *Traineeship*
- ○ *Other government scheme eg Newstart*
- ○ *Scholarship or cadetship*
- ○ *Other, please say what*

16 Did you receive any reduction of fees or exemption from fees while studying this course?

- ○ *Yes*
- ○ *No*
- ○ *Not applicable, no fees required*

17 In general, do you consider the costs of the course were reasonable for what you received?

- ○ *Yes*
- ○ *No, please say why*

18 **Please rate the following aspects of this course.**

Note: *If the different parts of your course have varied a great deal, please try to give an 'overall' rating.*

Fill the appropnate ovals below:

		Very Good	Good	Fair	Poor	Very Poor	Not Relevant
	Teachers or lecturers for this course						
1	*Knowledge of content*	○	○	○	○	○	○
2	*Teaching skills*	○	○	○	○	○	○
3	*Ability to relate to students*	○	○	○	○	○	○
	Organisation of this course						
4	*Content eg relevant to job*	○	○	○	○	○	○
5	*Length of course*	○	○	○	○	○	○
6	*Balance of theory and practical*	○	○	○	○	○	○
7	*Availability of options or choice of subjects/modules*	○	○	○	○	○	○
8	*Time and day classes offered*	○	○	○	○	○	○
9	*Amount of contact with teacher*	○	○	○	○	○	○
10	*Printed materials - lesson notes*	○	○	○	○	○	○
11	*Assessments*	○	○	○	○	○	○
12	*Equipment for practical skills*	○	○	○	○	○	○
13	*Library or learning resources*	○	○	○	○	○	○
	Services/facilities at College/Centre						
14	*Administration eg handling enquiries, enrolment, fee payments, results*	○	○	○	○	○	○
15	*Help in selecting course and subjects/modules*	○	○	○	○	○	○
16	*Information on assessment procedures*	○	○	○	○	○	○
17	*Information on career options or jobs*	○	○	○	○	○	○
18	*Lecture rooms and workshops*	○	○	○	○	○	○
19	*Cafeteria, recreational activities*	○	○	○	○	○	○
20	*Help with study skills/English language*	○	○	○	○	○	○
21	*Counselling*	○	○	○	○	○	○
22	*Childcare facilities*	○	○	○	○	○	○
23	*Support for disabled students*	○	○	○	○	○	○
24	*Accommodation*	○	○	○	○	○	○

Space is available in Section 6 for you to add detailed comments.

19 In general, were you satisfied with this course?

- ○ *Very satisfied*
- ○ *Satisfied*
- ○ *Borderline*
- ○ *Dissatisfied*
- ○ *Very Dissatisfied*

20 Would any other subject, activity or service have improved this course?

- ○ *No*
- ○ *Yes, please say what*

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SECTION 3 - EMPLOYMENT STATUS ON 30 APRIL 1993

NCVER

Questions 21 to 28 relate to your paid work on 30 April 1993. This includes being self-employed or having accepted a job or commission to start in 1993.
Note: If more than one job please refer to your **main** job.

21 On 30 April did you have any paid work?

○ *Yes* ○ *No*

If ***Yes***, was the work
- ○ *full-time?*
- ○ *part-time?*
- ○ *self-employed/freelance?*

If self-employed please go to question 23

If ***No***, were you
- ○ *Not working but seeking paid work?*
- *Not seeking paid work because of:*
- ○ *Parental or household duties?*
- ○ *Other reason?*

If not working please go to SECTION 4

22 On 30 April what were your employment conditions?

- ○ *Permanent or contract more than 12 months*
- ○ *Short-term contract (up to 12 months)*
- ○ *Casual*

23 In your main job on 30 April how many hours did you work in an average week? (eg. 37.5 = 38 hours)

average *hours per week* .....

24 On 30 April was your main job **related to the course** listed in question 1?

○ *Yes* ○ *No*

If ***No***, are you seeking work related to this course?

○ *Yes* ○ *No*

25 Date of starting this job

MONTH (eg January = 01) *YEAR* 19

26 Is this a new or a different job from any you may have had before you began the course listed in question 1?

- ○ ***Yes***, *a new or different job*
- ○ ***No***, *same job*

If ***Yes*** what part did this course play in your gaining this job?

○ *A large part* ○ *Some part* ○ *No part at all*

27 How relevant is what you studied in the course listed in Question 1 to your main job on 30 April?

- ○ *Highly relevant*
- ○ *Some relevance*
- ○ *Very little relevance*
- ○ *Not at all relevant*

28 **To help code the industry in which you are employed or self-employed and to provide information for career counsellors and course planners, please answer all the following questions about your paid work.**

(a) Type of business carried out by your employer (or you), eg. manufacturing, retail sales, childcare

Office use

(b) Your occupation or full job title

Office use

(c) Describe two main tasks or duties required in your main job

(d) Number of employees in the organisation for which you worked on 30 April (include all staff in all sections of the company - office, service, workshop, professional staff, etc.)

- ○ *10 or less employees*
- ○ *11 to 20 employees*
- ○ *21 to 100 employees*
- ○ *More than 100 employees*

(e) Location of your usual place of work at 30 April.
Specify Postcode
or suburb / town and State

POSTCODE

INFORMATION IS CONFIDENTIAL AND CANNOT BE RELATED TO INDIVIDUALS

(f) Employer/Business/Company name (if government, indicate whether Federal, State or local and name department or authority)

(g) Employer/Business/Company address

(h) On 30 April what was your gross (pre-tax) average weekly earnings for your main job?

- ○ *$200 or less per week*
- ○ *$201 - $350 per week*
- ○ *$351 - $500 per week*
- ○ *$501 - $1000 per week*
- ○ *More than $1000 per week*

(i) On 30 April if your main job is full-time is this your **first** full-time job (other than vacation jobs)?

○ *Yes* ○ *No*

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SECTION 4 – FURTHER STUDIES

29 Since the course in Question 1 was undertaken, have you enrolled in any other course(s)?

- ○ *Yes*
- ○ *No, but I will enrol in a different course in 1993*
- ○ *No, but I will enrol in a different course in 1994*
- ○ *No* Please go to **SECTION 5**

Only answer questions 30 to 32 if now enrolled or intending to enrol in a different course.

30 *(a)* Please give the name in full of the course eg Advanced Certificate in Information Technology

.....

.....

(Choose the main course and list others in Section 6)

Office use

(b) At which type of institution have you enrolled, or will enrol, for this course?

- ○ *Senior College*
- ○ *TAFE*
- ○ *University*
- ○ *Adult or Community Education Centre*
- ○ *Private provider*
- ○ *Other (please specify)* .....

(c) Name of the institution? .....

.....

Office use

(d) Location of institution
specify postcode
or suburb / town and State

.....

or Country, if overseas

.....

POSTCODE

Office use

(e) Do you plan to study this course

- ○ *full-time?*
- ○ *part-time?*

(f) Which of the following **best** describes your current or anticipated participation in this course?

- ○ *Attend classes at college/centre every week*
- ○ *Attend classes in the workplace*
- ○ *Attend classes in block release*
- ○ *Do not attend classes - external study*

31 How relevant is what you studied in the course listed in question 1 to the course listed in question 30?

- ○ *Highly relevant*
- ○ *Some relevance*
- ○ *Very little relevance*
- ○ *Not at all relevant*

32 Did you receive credit toward the course listed in question 30 (or exemption from any part of it), as a result of your previous course listed in question 1?

- ○ *Yes - exemption(s) granted*
- ○ *No - exemption(s) applied for but not granted*
- ○ *Don't know - exemptions applied for but still under consideration*
- ○ *Not applicable - no application made*

SECTION 5 – ABOUT YOU

33 Date of birth (for age grouping of responses only) (eg January = 01)

MONTH

YEAR 19

34 Are you

- ○ *Female?*
- ○ *Male?*

35 Country of birth

- ○ *Australia*
- ○ *Other, specify country* .....

Office use

36 *Place of permanent residence*

- ○ *Australia, specify postcode*

or suburb / town and State

.....

- ○ *Overseas, specify country*

.....

Office use

POSTCODE

The following information will be of great assistance in determining whether the needs of particular groups within the community are being met.

37	Are you of Aboriginal or Torres Strait Islander descent?	○ *Yes*	○ *No*
38	Is English your first language?	○ *Yes*	○ *No*
39	Do you have a physical disability?	○ *Yes*	○ *No*
40	Do you have a learning disability?	○ *Yes*	○ *No*
41	Do you have sole responsibility for supporting a child/children?	○ *Yes*	○ *No*

SECTION 6 – YOUR COMMENTS

This space is for you to write any further comments or suggestions about your studies or you may attach a separate page. All comments will remain confidential.

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